REPORT RESUMES

ED 020 323 VT 004 191

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. 16TH PROGRESS REPORT, MAY 1-JULY 1, 1967.

BY- MCKEE, JOHN M.
DRAPER CORRECTIONAL CENTER, ELMORE, ALA.

PUB DATE 67
EDRS PRICE MF-$0.50 HC-$4.96 122P.

DESCRIPTORS- PRISONERS, CORRECTIVE INSTITUTIONS, CASE RECORDS, REHABILITATION PROGRAMS, JOB PLACEMENT, *CORRECTIONAL EDUCATION, *PROGRAM DESCRIPTIONS, *VOCATIONAL EDUCATION, *EXPERIMENTAL PROGRAMS, *DEMONSTRATION PROJECTS, MDTA PROGRAMS,

PROGRESS IN THE AREAS OF EMPLOYMENT, PUBLIC RELATIONS, THE CORRECTIONAL SYSTEM, COOPERATING AGENCIES, AND RECIDIVISM ARE ILLUSTRATED BY FOUR CASE STUDIES OF PAROLEE GRADUATES FROM THE CENTER'S EDUCATIONAL PROGRAM. OF THE 980 INMATES WHO APPLIED FOR TRAINING DURING 33 MONTHS OF PROJECT OPERATION, 271 COMPLETED TRAINING, AND 74 WERE PRESENTLY ENROLLED. ALL OF THE 208 PAROLED GRADUATES WERE PLACED, 170 IN TRAINING RELATED JOBS. THIRTY-SIX GRADUATES WERE RETURNED TO PRISON FOR PAROLE VIOLATION AND 16 FOR NEW OFFENSES. THE RATE OF GRADUATE RETURN TO PRISON WAS 25 PERCENT COMPARED TO 65 PERCENT FOR DRAPER INMATES WHO HAD NOT PARTICIPATED IN A TREATMENT PROGRAM. MAJOR REASONS GIVEN FOR LACK OF PAROLEE SUCCESS WERE "LACK OF MONEY," "LACK OF ABILITY TO HANDLE MONEY," "POOR WORK HABITS," AND "POOR PERSONAL-SOCIAL CONDUCT." STAFF INSERVICE TRAINING UTILIZING THE "MANAGEMENT BY OBJECTIVES" CONCEPT WAS CONDUCTED, THE RECIDIVIST PHASE OF THE FOLLOWUP STUDY WAS COMPLETED, THE STAFF PARTICIPATED IN CONFERENCES ON MANPOWER, AN INTENSIVE COUNSELING EXPERIMENT INVOLVING TWO STUDENTS WAS CONDUCTED, AND 40 STUDENTS SUCCESSFULLY COMPLETED THE PREVOCATIONAL BASIC EDUCATION CLASSES. THE APPENDIXES INCLUDED (1) EXCERPTS FROM "A FOLLOW-UP STUDY OF DRAPER GRADUATES," (2) "DRAMATIC APPLICATIONS OF EDUCATIONAL TECHNOLOGY IN CORRECTIONS" BY JOHN M. MCKEE, (3) A SUMMARY OF SOCIOECONOMICS DATA ON CURRENT TRAINEES, AND (4) PUBLIC RELATIONS MATERIALS. (EM)

FILMED FROM BEST AVAILABLE COPY

ED020323

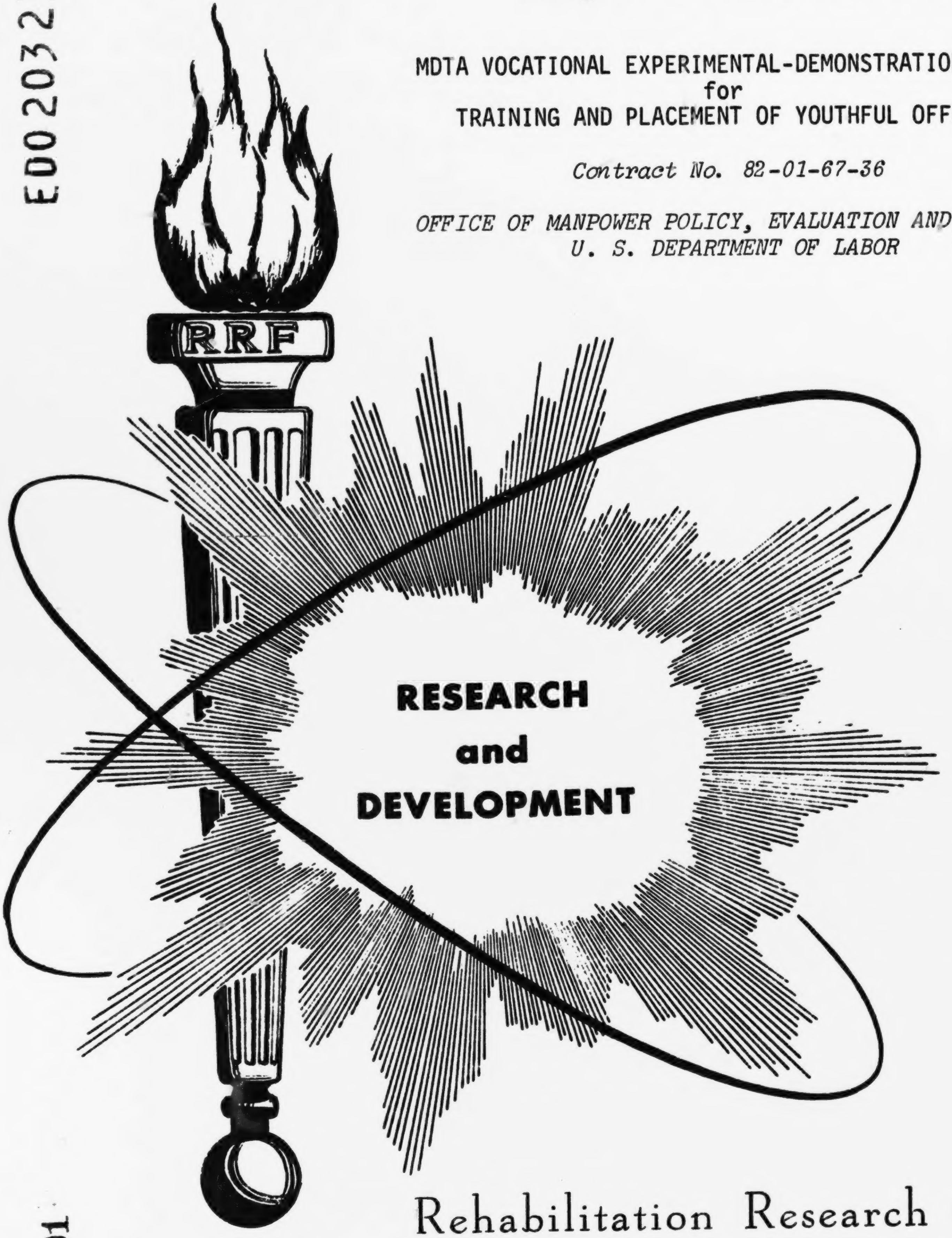
16th Progress Report

May 1 - July 1, 1967

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR



VT004191

Rehabilitation Research Foundation
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

16TH PROGRESS REPORT

May 1, 1967 - July 1, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA .

John M. McKee, Ph.D., Project Director
Donna M. Seay, M.A., Program Director
Anne Adams, Historian
Martha Terry, Editor
Christian Learning, Information Specialist
Dovard Taunton, Artist

Preface

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

I. INTRODUCTION

For the 16th Progress Report, we have attempted to record the progress of the Draper Project in five major areas: employment, public relations, the correctional system, cooperating agencies, and recidivism. To illustrate the progress made in these five areas, we submit four in-depth case studies. (Refer to Section II. FOUR CASE STUDIES.)

Employment

Our primary overall goal is to prepare the offender to obtain and hold employment upon his release from Draper. In this, we share the nation's concern for the development and full utilization of its manpower resources. Our project is state-wide in scope in that it trains inmates from and places them in all areas of Alabama. Thus, the entire state is our community.

In the past 33 months we have developed a program which includes services in the areas of academic and vocational training, counseling, placement and postrelease follow-up to render the young offender employable. To date, 980 youthful inmates have applied for training; of the number acceptable under terms of our contract, 271 have completed training; 74 are currently enrolled. Of the 208 graduates who have been released, all have been placed, 170 of them in training-related jobs.

Many barriers to employment have been broken, as evidenced by the fact that all graduates have been placed in jobs. Through our placement efforts, for example, previously excluded ex-prisoners are now being licensed as barbers and are being employed in barber shops on military installations. However, in many areas of the state, felons cannot be licensed as barbers. As a result, a graduate barber may have to be placed in a non-training-related job or in a community where there is little opportunity for advancement. Similar barriers exist in the other five trades we teach.

It is becoming more and more apparent that the project is being used as a resource for manpower, and employers throughout the state have recommended that we add other courses to our training program. A number of employers have hired more than one graduate; others have called or visited the project to earmark future graduates to meet their own employment needs. While we have learned that employers are willing to employ ex-inmate graduates in entry-level jobs, we have also learned that these same employers may be unwilling to advance them to positions of responsibility.

Our follow-up findings reveal that the bonding program has helped here, but not in every case. Eligibility for bonding did not prevent the dismissal of one graduate who started as a service station attendant and worked his way up to become a district manager. In fact, when the parent company learned of his past record, he was not permitted to retain his job as manager of a single station. (Refer to Case Study #1, page 7 .)

Labor unions, as well as employers, have suggested additional courses. In fact, the Sign Writing Course was initiated at union request. Many unions are also willing to grant membership to our graduates; some temporarily waive payment of initiation fees and dues. In one community, unions have helped provide volunteer sponsors for graduates. Only eight of our graduates are union members. At present, we are unable to pinpoint the reason. One possible explanation is that ex-inmates may have little or no entree to waiting lists for unions whose apprenticeship programs are restricted by number.

Public Relations

Favorable coverage by the news media and presentations by staff members to the general public have helped us to gain the support of civic, professional, educational, religious and other community groups, institutions and individuals. Such support goes beyond praise for our project: these groups and individuals are involved in the overall program. The role the community plays in the Draper program is suggested by the contributions of services tabulated periodically as a part of our "Fact Sheet." Nevertheless, we know that we have just begun to tap community resources which can be used to make the offender employable and keep him employed.

The Correctional System

The prison administration increasingly views its principal task as one of treatment rather than custody. Transfers from other prisons and newly received inmates are channeled to us by the Classification and Receiving Center; the Warden often refers special cases for treatment purposes. (Refer to Case Study #2 in Section II.) The custodial staff reflects this change in viewpoint: as a reward for good behavior, they recommend that inmates be assigned for training. Yet, involvement of custodial staff has been neither complete nor continuous. Because this group has been given little more than an orientation to the program, few have consistently supported the program to the inmate and to the community.

As was described in previous progress reports, the project's impact upon the correctional system has extended beyond the institution to include law enforcement personnel, the courts and the Parole Board. Out of a necessary interaction with these agencies has developed a relationship which reflects recognition of the project as a resource for extending the services each provides.

Official and Related Agencies

From the initial involvement of supporting and cooperating agencies, such as vocational education, employment service, vocational rehabilitation, etc., have come concentrated efforts by each to utilize its resources to assist the offender. When problems in providing a "total" rehabilitation program for inmates are brought to the attention of these agencies, many expand the services they offer. The physical and psychological treatment now available through vocational rehabilitation to offenders within and without the institution is just one example of new services now provided as a result of agency cooperation. Approximately 340 inmates have received vocational rehabilitation services since three vocational rehabilitation counselors were assigned to Alabama prisons eleven months ago.

Another example is the Labor Mobility Project which aids graduates whose meager financial resources leave them unprepared for the initial outlays they must make following release. However, the design of this program, which provides lump sum payments, does not take into account the ex-offender's tendency to squander funds provided him. We suspect that far greater mileage could be gained from the use of these funds if certain contingencies were made a part of the design.

Recidivism

Our present rate of recidivism (number of graduates returned to prison) is 25 percent as compared to approximately 65 percent for Draper inmates who have not participated in a treatment program. As of now, 52 of 208 graduates have returned to prison; 36, for parole violation; 16, for new offenses. We have interviewed 35 recidivists, their parole supervisors, and their employers. Data compiled in Appendix B of this report indicate that generally the recidivists saw as their major problem "lack of money"; on the other hand, the employers and parole supervisors suggested that the recidivists' problem was lack of ability to handle money. The parole supervisors and employers listed "poor work habits," such as tardiness or failure to report to work, as significant problems. And all three groups listed problems which can be described as "poor personal-social conduct" as contributing to recidivism.

In several of these cases, critical incidents occurred at times when parole supervisors, follow-up counselors or other sources of help were not readily available. Without the security of an already established relationship to guide them through crises and to sources of help, many of our graduates, unable to face up to an employer or a supervisor when they have behaved irresponsibly, act in panic. (Refer to Case Study #3, Section II.) We had hoped that our community sponsorship program--organized for the purpose of assisting the released trainee to become adjusted to community life--might fill in this gap. However, our experience with this program is beginning to point out that the VOLUNTEER sponsor cannot devote the amount of time needed to cope with the various and frequent crises which arise. We believe, now, that a community referral center, which would have on call at all times someone with whom the ex-offender has an established relationship, is more likely to solve these problems.

The case studies included herein reflect the variety of individual differences which characterize the inmate population we serve. Case Study #4 in particular reflects the manpower and time required to meet individual needs. A program which will effectively deal with trainees' differences in academic achievement level, work experience, aptitude and interest, parole or release dates, environmental and economic backgrounds, personal, educational and vocational goals, types of crimes which affect employability, etc., must be provided if a correctional manpower program is to meet the employability needs of each offender.

II. FOUR CASE SUMMARIES

Case Summary #1: Trainee HG. 24-year-old Caucasian. Three marriages, two divorces. Recidivist before training.

Small Electrical Appliance Repair graduate. Two years after release

Trainee HG has been imprisoned twice for stealing money.

He was born in North Alabama, the only son in a family of seven. His mother died in 1954 when he was nine. The children in this family have all scattered; HG was able to tell his counselor where only two of his six sisters now live.

In 1958, HG left school after completing the ninth grade. Although he was only 15, he enlisted in the U. S. Army. Nearly a year later the Army discovered his true age and gave him a minority discharge. For the next two years, HG, by his own account, "bummed around the country." During this time he married, but his wife divorced him shortly after their marriage.

In 1961, at 18, the minimum age for voluntary military service, HG enlisted in the Air Force. After serving six months, he was dishonorably discharged. He had stolen checks with the intention of using them to obtain funds. Before he could forge any of the checks, he was arrested for interstate transportation of stolen property. His dishonorable discharge followed, and he was sentenced to serve one year in the Federal Youth Reformatory in Petersburg, Virginia.

After his release in 1962, HG went to Georgia where he found employment in a foundry. In December of 1962, he married for the second time. HG continued to work at the foundry until May, 1963, when he accepted a job in Alabama with a chain of service stations. He was promoted from attendant to manager within a few months. But once again, HG became involved in criminal activity; he embezzled funds from his employer, falsifying records to cover up. By October, fearing his actions would be discovered, he left Alabama and fled to Kentucky, where he was arrested five months later while working as a short order cook in a cafe.

In March of the following year, 1964, HG was sentenced to serve three years at Draper. In the fall of that year, when MDT vocational training began, HG enrolled as a member of the first Small Electric Appliance repair class. Although he stated that he had passed the General Educational Development Test and received his Certificate of High-School Equivalency during his brief tour of duty with the Army, his average grade placement score on the pretest (California Achievement Test) was only 9.2. Since he had lost his certificate, and test scores indicated a need for more study and review, counselors encouraged him to take advantage of the basic education program so that he could retake the GED Test during his enrollment in the MDT program and obtain his Certificate of High-School Equivalency under the State of Alabama's program. Evidently HG was not motivated to follow this plan because, instead of showing a grade-level increase on the posttest (CAT), his grade level dropped to 8.9. Counselors interpreted this to mean not that he had not progressed academically but rather that he saw no need for demonstrating progress which would qualify him to retake the GED.

While attending the Vocational classes, HG was a good student who presented no problem to any of his instructors. His vocational instructor stated that he was an excellent trainee who worked hard and had developed a positive attitude towards life in general and his work in particular.

During counseling sessions with his instructor, HG said that he intended to clear up all of his old debts as soon as possible after release. He also spoke to the personal counselor on several occasions about this indebtedness.

Another matter HG discussed with the personal counselor was his marital difficulties. He and his wife had apparently been having trouble even before he was imprisoned. His wife had left the state five months after HG was sent to Draper, taking the couple's two children with her. He feared that she would protest his parole if she were told he was going before the Board.

This parole was not protested, however, and he was released in May, 1965. He went into a training-related job which the staff's job development officer had located in an appliance repair shop in Montgomery. When visited on the job by the follow-up counselors, HG appeared to be adjusting to his new environment. His parole officer reported no complaints about his conduct and stated that he was doing well on parole. Things continued in this vein until January, 1966.

A routine check with HG's parole supervisor in January revealed that two serious complaints had been made regarding HG's behavior. The Southern Bell Telephone Company had charged that HG had used a credit card to make unauthorized long distance telephone calls, using another person's name. The second complaint alleged that HG was living with a young woman whose husband, an airman, was serving in Viet Nam. Either of these complaints could have resulted in revocation of HG's parole, and the follow-up counselor immediately went to HG's place of employment to seek an explanation.

HG related that the telephone credit card had been loaned to him by a former girl friend and that the name he had used was that of her husband. He added that he had paid the woman for the calls. Since HG had no evidence that he had paid the bill, the counselor suggested that he protect himself by sending a money order directly to Southern Bell. He mailed the payment immediately, and the complaint was dropped.

When the counselor questioned HG about his relationship with the airman's wife, he admitted dating the girl, but denied that he was living with her. He explained that the girl lived downstairs in the building where he had an upstairs apartment and that it was his understanding that she and her husband were seeking a divorce. HG added that he was in the process of divorcing his wife and that when the two divorces had been granted, he intended to ask this girl to marry him. However, she did not know that he had a police record, and he was not going to tell her until he could ask her to marry him. The counselor was concerned about HG's involvement with the girl, especially in view of his previous marital history. Rather than say anything reflecting directly on the relationship at this time, the counselor advised HG to make an appointment with his parole supervisor for that day and explain the situation to him.

While the counselor was visiting him, HG complained that he felt his wage of $1.25 per hour as a motor rewinder was not adequate for the work he was called upon to do. The Counselor talked to HG's employer, and the employer agreed to raise him to $1.35 an hour.

On the counselor's next visit, in early March, HG confided that he was about to change jobs. He was taking a non-training-related job in a local dairy which would pay him more money.

On April 5, the counselor visited HG in the Montgomery County Jail, where he was being held on order of his parole supervisor for violation of parole. HG had been having trouble getting along with his foreman. This man persisted in calling him an "ex-con" and generally taunting him about his prison record. HG felt he must make a change in jobs, but was reluctant to ask his supervisor's permission. Instead, he stayed off from work, called his employer, and told him he was in Atlanta where his baby was in the hospital. HG admitted to the counselor that this was a lie, but said that he needed the time to find another job. A fellow employee reported having seen HG shortly after he had called his employer.

Unfortunately for HG, the day he was absent from work was also the day after the company's petty cash box was stolen. This circumstance called attention to his absence, and when he returned to work he was questioned by city detectives. Although he was not charged with the theft, he was jailed for parole violation.

Following a hearing on April 8, the Parole Board agreed to reinstate the parole if employment could be found for HG. A training-related job was found in Birmingham. HG had friends there with whom he could live until he could establish himself. The Board reinstated parole, and HG began to work in Birmingham in late April.

Six months later, HG's new parole supervisor reported that he had left his training-related job and taken a position as a service station attendant with a chain which operates stations throughout the Southeast. HG quickly moved to an assistant manager's post with a salary of $400 a month.

At this point HG began to demonstrate some maturity. He opened a savings account and began to establish credit. He married the girl with whom had had been involved in Montgomery; the two of them established a home for her three children. However, HG's employer did not know of his criminal history.

In February, 1967, the parole supervisor reported that the company had transferred HG to Florida to manage a service station. At this time the supervisor stated that he was certain HG had matured, that he had a good stable life, and that he would not revert to his criminial behavior.

Six weeks later, the counselors had a call from HG, who was celebrating his last day on parole. He had achieved success in his new job, having been promoted to area manager with responsibility for stations in a wide area of southern Florida. He earned $760 a month and was furnished with a new car plus expenses. He stated that he would be glad to employ graduates of the training program at a starting salary of $70 per week, and he left his address and telephone number with the counselors in case they had prospective employees for him.

In September, HG's employer wanted him to move into a managerial position that would require bonding. Knowing that he could be bonded through the federal bonding program (see p.56), HG felt no reluctance in revealing his criminal record. Regardless of his fine record with them and the fact that he could be bonded, the company adhered to its policy of refusing to permit men with criminal records to hold managerial positions. It offered to return him to his original job as a service station attendant, but he refused to accept this demotion and left the company.

Despite this unexpected setback, HG did not revert to criminal behavior to support his wife and children. Instead, he returned to Montgomery where he secured a job as manager of a service station for another company. Because of his unfortunate experience with his previous employer, HG chose not to tell his new employer of his criminal history. He is now earning $540 a month, and he and his family appear to have adjusted to a new community.

Case Summary #2:

Trainee WB. 27-year-old Caucasian. Married, divorced. Recidivist before training.

Combination Welding graduate. One month after release

Most criminologists classify the forger, the drug addict, or the man with a lengthy history of crime as the hardest of all offenders to rehabilitate. In trainee WB we find a history of activities characteristic of all of these types. At 27, he was in prison for the third time, bringing with him a 14-year-old drug habit and a history of criminal activities dating back to his early teens.

Examination of this trainee's background reveals virtually none of the factors usually assumed to generate criminal, anti-social behavior. WB lived in one of Alabama's largest metropolitan areas where his family still maintains an above average standard of living. He was one of four children, and he is the only one who exhibits anti-social behavior. His two sisters have married and live outside Alabama; his only brother is vice-president of a bank in his home community. WB's intelligence is well above average for our population; his I.Q. on the Otis Gamma is 110. However, he became so involved in criminal and other anti-social activities that he dropped out of public school after completing the ninth grade.

By his own admission, WB began to use narcotics regularly when he was 13. He has a long history of juvenile offenses committed in an effort to get enough money to buy drugs. At the age of 16, WB was procurer for a brothel, actively involved in a bookmaking operation, and an expert at rolling drunks. WB's intelligence and background served him well in his extra-legal operations; he was seldom caught; on the rare occasions when he was apprehended, he was able to convince the judges that he should be placed on probation.

He was married in 1960 to a girl he characterized as a "nice girl from a good family, who had no idea of what I really was." In that same year, WB, already on probation for a variety of charges, was caught stealing money and a gallon of paregoric from a drug store. He was tried for burglary and sentenced to Draper for three years.

During his first prison term at Draper, he was frequently disciplined for violations of prison regulations. He quickly established a reputation as a "hard-core criminal," and it was with this peer group that he associated while at Draper.

Having served his full three-year sentence, WB was released from Draper in October, 1963, with the stipulation that he continue serving his earlier five year probation. Only two months later, WB was sentenced to Draper to serve a year and a day for having violated probation. During this sentence, he earned his GED Certificate through Draper's Experimental-Academic Project. This action on WB's part cannot be considered indicative of behavior change. He merely took the examination and passed well in the upper range, possibly due to the fact that he is an avid reader. Obtaining the GED Certificate, a status symbol in the prison, did gain for him increased prestige among his fellow inmates. Most of his "prestige," however, was gained as a result of not being caught in the various illegal activities he indulged in to feed his strong need for narcotics. It was also during this second period of imprisonment that WB's wife divorced him, and was awarded sole custody of their infant son.

Released from Draper for the second time in January, 1965, WB reestablished criminal contacts in his home community. To maintain his steadily increasing need for drugs, he became involved in a wide range of illegal activities which included gambling, procuring, extortion, burglary, and working with a stolen car ring. Within six months he was caught and convicted on two counts of burglary and one of grand larceny; he was once again sentenced to Draper, this time for seven years.

WB was in prison for the third time in five years. His reputation as a "solid convict" enabled him to quickly take over several extortion rackets and to become a major controlling influence on the other prisoners. It was in his role of solid convict that he first attracted the attention of Warden John C. Watkins, who attempts to modify the convict subculture by changing the behavior patterns of such "solids." The Warden began stopping WB to talk with him in the corridors of the prison, in the yard, and in the lunchroom. These informal, "out-in-the-open" talks created suspicion in the minds of WB's fellow inmates about WB's loyalty to the subculture. The Warden's next step was to continue to separate this "solid" from the subculture by bringing WB into his private office for probing interviews. (The Warden works to simultaneously separate a "solid" from his base of operations and establish rapport with the inmate; hopefully, the "solid" will continue to move away from the subculture as the Warden becomes his model.) The Warden's efforts loosened WB's ties to the subculture, but the inmate was still addicted to the use of narcotics.

Finally in July, 1966, WB began to "kick" the habit. Encouraged by the Warden, and reinforced by other "ex-solids," he stopped using drugs. The Warden thought that both this change and the changes in WB's overall behavior patterns might be further reinforced if he could be exposed to more "free world" people and concepts. Accordingly, he encouraged WB to apply for admission to the vocational training project. He was refused admission on the basis of his reputation and prison record, his criminal history, the length of his sentence, and his federal and state records of drug addiction.

The Warden requested that WB accepted if a space became available in the welding class. Within two weeks one student dropped out and WB began training.

WB frequently stated that he was taking the course just to please the Warden. His frequent absences prevented his taking full advantage of the training offered. When he was confined in solitary for five days in April, the MDT project officials notified the Warden that WB was not present often enough to benefit from the training and was therefore being dropped from the project. The Warden again interceded on the inmate's behalf, and WB was reinstated. There were no further absences, and WB graduated in June.

His instructors rated him as a highly intelligent student whose performance varied with his moods. Even so, he never disrupted the class, and his moods didn't appear to affect fellow students. WB's vocational instructor stated that he had learned all the material taught and had been an excellent student. The instructor believed that, with practice, WB could become an expert welder.

WB's supplementary instructor, whose classes are structured towards group interaction, noted a paradox in all WB's group and individual discussions. He was bitter on the subject of justice. Arguing rationally and logically, WB would present his case that justice is in reality injustice, up for sale to the highest bidder and subject to influence by politicians and other powerful citizens and pressure groups. Coexisting with this bitterness was an ambivalence toward "right" and "wrong," and this, too, was frequently reflected in his discussions. Yet, neither of these topics aroused in him the emotionalism with which most of our other trainees respond. It appeared to the instructor that WB had given a great deal of careful thought to these matters and had spent time researching his concepts before presenting them for discussion. WB frequently sought out his supplementary instructor for private discussions ouside normal classroom hours. This extra-curricular association with "free world" personnel and concepts sought by WB was one of the benefits the Warden wanted for the inmate when he encouraged him to participate in the school. Unfortunately, these benefits were obscured by another, totally unforeseen circumstance.

While WB was a student, JE, a former Welding trainee, was assigned to the project to assist the instructor in the welding shop. JE and WB had been jointly engaged in various criminal activities while in Draper; they came from the same community and had the same criminal associates; both had been drug addicts; and both were targets of the Warden's efforts to modify the subculture within the prison. They naturally gravitated towards each other in the classroom, and this association appears to have led to the events to be described.

JE had been paroled in early June and placed in a training-related job through the Community Sponsorship Program. WB was paroled in late July and returned to his parents' home. The project's staff located a training-related job with a steel company; his parents located a non-related job with a lumber concern. He reported to neither. Instead, JE contacted him the first day he was paroled and helped WB to obtain a training-related job with the firm where he himself was employed. Later events have made it clear that WB had been associating with JE for only a few days when both men renewed their narcotics habit.

In early August, WB visited the Project. His hand and arm were bandaged, and he explained that he had been burned at work and had been laid off for a week until he recovered. To the Warden, however, he told the truth: he had shot dope with a septic needle, infecting his hand so badly that he had to miss work. He also told the Warden that his employer fired him when he learned the circumstances of the illness. The Warden invited WB to stay at his home as a guest. During the week he was there, the Warden talked with him, described the positive steps he could take to break his drug habit, and encouraged him to seek admission to the U. S. Public Health Service Hospital for drug addicts at Lexington, Kentucky.

WB caught a ride back to his home community with the MDT Project's Program Director and Historian. He repeated his "story" about the burned hand to the women. Yet, he initiated a discussion on drug addiction during the course of which he stated, "People may start it (the habit) when they are bored, but they return to it in times of emotional crisis."

During the two-hour drive, WB also discussed his activities since release, stating that he was seeing his ex-wife and their three-year old son frequently, and that the visits meant a great deal to him. When questioned about his marital plans, he said that his ex-wife had him "on probation." Still under the impression that he had remained free of his habit since release, the two staff members continued to question him further about training problems and leisure time activities until they arrived at WB's home.

By mid-September, staff members began to hear rumors that WB was "hooked" again. While in WB's home community, one of the follow-up counselors visited him. He reported that "WB had lost 30 pounds and nearly lost the use of his injured arm when gangrene set in; the insides of both arms are pockmarked with needle holes and have many broken veins; his eyes and nose run constantly." In a discussion with the parole supervisor, the counselor was told that WB's parole would remain in effect on condition that he enter the Lexington (Ky.) Center for drug addicts. It is expected that he will be admitted to the center sometime before the end of September.

Case Summary #3:

Trainee RW. 17-year-old Caucasian. Single

Bricklaying trainee. Released one and one-half months in advance of completion of vocational course

Trainee RW was 16 years old and on probation from Montgomery's Juvenile Court when he and three other boys were caught in a burglary attempt. His probation was revoked, and he was sentenced to serve a year and a day in April 1966. In addition, he had a charge pending in another county. If sentenced on the second charge, he would have stayed in Draper long enough to complete a vocational course. The project staff, aware of the probability that RW would be so sentenced, admitted him to the bricklaying class which began in December, 1966. This second charge was dropped after RW's partner in crime paid a fine and court costs. Thus, RW was eligible for release upon completion of his sentence and would go free in mid-April.

For 18 months prior to his incarceration, RW had been employed as a mechanic's helper in a Montgomery service station. The job placement staff found him a similar job. Before his release RW was taken to Montgomery for an interview with his prospective employer. When he learned that he was going, RW confided to his counselors that he was very nervous about meeting his prospective employer. The counselor advised him to talk with Mr. Graham, the Supplementary Instructor, who would help him review key points to remember in job interviews and to select the proper clothing. On the appointed day, RW, neatly dressed in sport clothes, went into Montgomery accompanied by his counselor and one of the institution's security guards. Knowing that RW's confidence in himself was at low ebb, the counselor had purposely not told him that the job was already promised but set up an interview so RW would feel he had won the job himself. When the group arrived at the service station, the prospective employer had gone to a nearby restaurant for lunch. They joined him there and ordered lunch. RW ordered a hamburger, but changed his order to one for chicken when the counselor indicated that he wanted him to have a good meal. When the salad was served, RW spilled it on the table. While sweetening his tea, he knocked some of the ice out of the glass. At that point, RW said that he had ordered a hamburger because he felt he could eat it without embarrassment, and he was not sure he could eat the chicken with all the people watching him. The three men assured RW that no one was watching him. The rest of the meal passed without event. After they left the restaurant, RW and his prospective employer went into the service station office for a private interview. Following this interview, the employer confirmed the job offer and commented favorably to the counselor on RW's bearing and appearance.

RW's home situation had not been a good one. He lived with his mother in a community on the outskirts of Montgomery; his father was an alcoholic, and had been separated from the mother for five years. RW had soon become an expert at playing one parent against the other. His mother tried hard to control her son, but whenever she attempted to enforce her demands, RW would leave the house and go to find his father. The father, who, when sober, makes good money as an expert mechanic, would give his son a twenty dollar bill "for a little fun." Given this situation, no one could control RW. Other members of the family also suffered from this lack of control; one brother is now in a naval brig and another had been an alcoholic. However, the second brother had married a successful nurse and appears to be rehabilitated. He and his wife offered to provide a home for RW. The counselor encouraged him to accept this offer as he recognized that RW needed a stable home environment.

For nearly a month, RW worked hard and steadily at the service station. Following his day off on May 17, he failed to report for work. His employer called the brother and learned that RW had not been home all night. The counselor was contacted, and he immediately left for the brother's home. Before he could get there, RW returned and packed his clothes, telling his brother that he was moving into a room with another ex-inmate of Draper. Since the boy was not on parole, he was free to move around if he were so inclined; however, both the brother and the counselor felt that his move could be disastrous. Eventually, the counselor found RW in a phone booth, where he was attempting to call his sister-in-law. The two drove around talking for some time, trying to uncover the reasons why RW had not returned to his job, had not even called his employer, and had suddenly moved out of his brother's home. RW finally admitted that he had spent the previous night with a girl in his buddy's room; the following morning, he had not wanted to leave the girl, so he had not gone to work. Later in the day, he began to feel guilty about having let down the counselor, his employer, and his brother. The counselor realized that RW had had difficulty in adjusting to living in his brother's home. Through the encouragement of his wife, this brother was now able to maintain a standard of living which, while scarcely opulent, was far better than anything RW had previously experienced. RW admitted that he had been ashamed to face his sister-in-law, and thought that neither she nor his brother would want him back. That night, the counselor took RW to his brother's home. Both the brother and his wife were glad to have RW back with them; however, they specified that he would have to live by a few basic "rules of the house," including an 11:00 p.m. curfew and dates restricted to Saturday and Sunday nights. RW agreed that these were reasonable rules which he could live with, and he moved back into the house that night. With a satisfactory home situation reestablished, RW's relationship with his employer now had to be mended.

The next morning, the counselor and RW went to see his employer. The visit was difficult for RW; he felt that because he had left the man in a bad position, he would not want to see him. Such was not the case. His employer accepted his apologies and allowed RW to return to work. When RW's brother and his wife went on a week's vacation, the employer asked him to stay in his home as a guest. The employer's wife and two small children became very fond of the ex-inmate, and the employer confided to the counselor that he would like to have a son like RW.

RW's employer races cars for a hobby; one Sunday he went to Mobile for a race, and he left RW and another employee in charge of the service station. Checking the receipts the next morning, he noted that there had been no money turned in for labor. He questioned the other employee who said that the only labor he remembered was one job done by RW--a car wash for a girl. Both men searched the cash register and found no wash job recorded. They called RW and asked him about it. He said that he had washed the car, received the payment, and rung it up. The three men spent all morning trying to find the $2 which should have been charged to labor. The employer again questioned RW and suggested that perhaps he didn't get paid for the job. RW insisted that he had been paid and had rung the money up. He went to lunch and failed to return. His employer then called the counselor and told him what had occurred. Both men agreed that RW had probably not charged the girl for the wash job. That night the counselor contacted RW and talked to him about the events of the past two days. RW stated that he hadn't stolen the money; he simply had not charged the girl for the wash job in an effort to impress her. The counselor explained that under such circumstances RW should have paid for the job himself or put a ticket in the cash drawer charging the wash job to himself because his time belonged to his employer while he was working at the station. The counselor advised RW to call his employer and make a completely truthful report of the incident. RW did so while the counselor was still with him. His employer offered him his job back, but the counselor explained that it would be better at this point to let RW find a job on his own.

When the counselor checked with RW the next week, he found that the former trainee was working in a garage which occasionally employed his father.

At the end of June, RW's first employer called the counselor. The employer was having to run the station by himself and wanted to know whether or not RW would be interested in returning to work. The counselor called RW and asked him if he wanted to go back there. RW "jumped" at the chance and wanted to go immediately to see his old employer. He was persuaded to wait until his counselor could pick him up. Later that day, the two called on the employer. Throughout the interview, RW was obviously appreciative of being wanted and of having been asked to help.

The counselor decided to give RW additional encouragement by introducing him to a man who could tell him firsthand of the hard work an ex-convict has to put into his own rehabilitation. A young man who is now one of Montgomery's most successful real estate salesmen was a former inmate at Draper. The counselor called this man and discussed RW with him, emphasizing the boy's tendency towards impulsive, ill-considered actions. This man, whom we will call NJ, agreed to meet the counselor and RW for lunch. RW did not know of NJ's previous history; his immediate impression was that the young man was successful. He drives a GTO, dresses well, and meets people easily. It was not until the three men were in NJ's car that the successful ex-inmate told RW he had served time at Draper. RW began to question him closely about his period of adjustment. NJ admitted frankly that when he first got out he had been willing to blame everyone else for what had happened to him. It was only when he was realistic enough to accept responsibility for his own actions that he began to achieve success. He told RW about having to accept menial, unchallenging jobs because they were all he could get. He explained about moving up slowly, the challenges he had met and overcome, and the hard, hard work involved. RW shyly admitted that when girls he dated found out about his record they would not go out with him again. NJ quickly pointed out to RW that it was not his record the girls objected to; it was that he took them to places where other ex-convicts hung out, and no nice girl wanted to be seen in such places. He kept repeating to RW that his success or failure was in his own hands.

Several days after this meeting, RW's employer called the counselor and commented on the change in RW's attitude. RW soon began dating a girl from a good home and is now engaged to be married to her in the autumn. In addition, he has received two raises from his boss and been moved to the number one spot in the station. He presently makes $75 a week for a 40 hour week; his salary is about 50 percent higher than those earned by a majority of the service station attendants in this area.

Case Summary #4:

Trainee DG. 20-year-old Negro. Single. First offender.

Radio-Television Repair graduate. One and one-half months after release

In an interview with DG's mother, the project counselor's impression was that she believed in the absence of the father, the oldest boy in a family was responsible for that family's support. DG, her oldest son, appeared never to have questioned her belief and had permitted it to govern his actions.

A bright boy, DG completed the 11th grade. While in high school, he was selected to receive special training in foundry work. But DG's "responsibilities" intervened, and he dropped out of school to work as a veterinarian's helper and, later, as a bus boy. He also joined the Naval Reserve. About this time, his financial burdens apparently became overwhelming. By his own account, he was desperate for money and attempted to hold up a loan company office with a toy pistol. When this attempt failed, he grabbed one of the firm's female employees and tried to use her as a shield while he escaped. This desperate measure failed, too, and DG was arrested at the scene and charged with robbery and assault. He was sentenced in March, 1965, to serve 10 years at Draper.

For the first seven months of his sentence, DG worked in prison industries and participated in the Experimental-Academic program. In August, a school staff member commented that DG was an "excellent prospect, should be ready for GED in two months. Hard worker, quiet, good student."

DG applied for admission to the MDT school in October. He was accepted for the Radio-TV Repair Class despite the fact that his earliest date for a parole hearing was July, 1968, a year and a half after completion of training. (We sometimes accept a student in these circumstances when we feel he has a good chance of getting an earlier parole hearing date.) In this instance, DG's excellent record in the Experimental-Academic School, the fact that he was a first offender, and a statement by the warden that if DG continued to "behave himself" he would try to help him get an earlier hearing date were all factors that led the MDT administration to feel that it was worthwhile to admit DG.

At the time of his enrollment, DG had an overall California Achievement Test average of 9.0; this level rose to 9.4 by the end of training. Despite this relatively minor grade gain, DG passed the GED Test while he was in training.

His vocational instructor characterized him as a "good student, thoroughly dependable and trustworthy, always congenial and very cooperative." DG consistently scored 230-250 of a possible 264 points on the instructor's weekly rating sheets. While he showed competence in and enthusiasm for his vocational training, all his instructors noted that his real interest seemed to lie in further improving his educational level, preferably by attending college.

In January, 1966, DG requested an interview with the personal counselor. He told the counselor that he had enlisted in the Naval Reserve shortly before his arrest. He knew that a hearing on his status had been held in September, 1965, but did not know what the outcome had been. The counselor helped DG write a letter to his former commander, requesting that he be informed of the decision of the Board hearing. The commander replied that all DG's records had been sent to another office, and that office stated that the Board had decided to give DG a dishonorable discharge.

During this series of interviews, DG also expressed considerable anxiety about his mother and her other ten children. He stated that all the letters he got from his mother told him that she was having a hard time paying her bills and that she needed him back to help her.

In July, 1966, the counselor received a letter which DG's mother had sent to Dr. McKee, the Project Director. In this letter, she stated that she was without any means of support and unable to obtain welfare. She asked the counselor to do everything he could to get DG released early because she needed him at home to work and to help support her family. She had sent similar letters to members of the Pardons and Paroles Board. The personal counselor discussed these letters with DG, who once again expressed concern for the family's well-being.

When both DG and the counselor received more letters from his mother, the counselor called in the counseling supervisor and the research analyst. The latter is a Negro who has an extensive background in counseling work. He frequently works with the counseling staff, especially in cases involving Negro trainees. All three men discussed the problem of DG's family, especially his mother's plight. It was decided that the analyst would to to DG's home community, talk with his mother, and try to evaluate the situation.

When he returned, the analyst stated that he strongly doubted that the parole board would give its approval if we ever attempted to get DG paroled to his home. He stated that although the mother had various men living with her at one time or another, she had no obvious means of support for herself and her children, all of whom are illegitimate. During the analyst's visit, the mother expressed no interest in her son's training nor in his attempts to better himself. Her only concern was that he get out and begin earning money. The counselor noted one bright spot in the trainee's home situation. DG's sister, the oldest child of the eleven, was a lovely, intelligent girl who had completed high school and was attending business college.

Throughout the summer and autumn of 1966, we continued to receive letters and telephone calls from DG's mother, demanding that we do everything we could to get her son out so he could begin to support the family. Meanwhile, the counseling staff had contacted members of the Pardons and Paroles Board, who unofficially agreed with our belief that DG could probably not be paroled back to his home. In an effort to find someone who would be willing to help DG be paroled to another state, the counselors wrote to an uncle who lived in Pennsylvania. This letter brought no response. DG then told the counselors about a cousin who had formerly lived in his home community and had helped various members of the family. The cousin, who is an accountant and owns several small businesses, now lives with his wife, a radiology technician, and their two children in Southern California. DG's older sister's education is being financed by this cousin.

The counseling supervisor wrote to the man, outlining the circumstances of DG's imprisonment, his educational achievements, and the necessity for his being paroled to another state. The cousin replied, concurring with the staff's evaluation of DG's home situation. He stated that he and his wife had repeatedly tried to bring DG's older sister to live with them in California, but that her mother would not let her go. He added that he and his wife were prepared to do everything necessary to get DG paroled to California, and he asked the supervisor to tell him exactly what action should be taken. The supervisor replied, describing, the home and job programs necessary before the Pardons and Paroles Board would consider DG's petition for parole. He suggested to the cousin that a representative of the California parole authority would be able to help him with the technicalities.

In early November, another letter came from the cousin. He had been to the parole office in his district and had obtained approval of the proposed home and job programs for DG. The cousin and his family owned their four-bedroom home; DG would have his own room and would become a member of the family. Among the several small businesses the cousin owned in Los Angeles was a laundry. He proposed to hire DG as assistant manager and route man in this laundry. He further stated that he was offering this job to facilitate DG's early parole, but that he hoped that once DG was in California he could find a training-related job. Enclosed with the letter was a section of help wanted ads for radio-TV repairmen clipped from the local newspaper. The cousin belonged to a bowling league sponsored by his profession, and he believed his team would be happy to have DG participate. Other recreational opportunities were listed, including participation in a church youth group. There is a community junior college near the cousin's home; he proposed that DG enter this school as a part-time student until he had stabilized his life to the point where he could enter on a full-time basis.

With this information in hand, the counseling staff wrote to the Alabama Pardons and Paroles Board, recommending that DG be considered for a parole hearing earlier than the original date of July, 1968. The Board set June, 1967, as the new hearing date.

DG graduated with his class in December, 1966, receiving his GED certificate at the graduation ceremonies. For the next six months, while he worked in prison industries, DG visited the project counselors frequently, showing them letters he had received from his cousin. These letters appeared to encourage the graduate to maintain a good record within the institution. At the June parole hearing, the Board approved his parole provided DG had the money to go to California. The cousin was notified of this stipulation, and he immediately provided an airline ticket and new clothing for DG.

On August 14, 1967, DG was paroled. His counselor took him directly to the airport where he boarded a flight west. Follow-up contact with this trainee is currently under way.

II. PURPOSE AND E&D FEATURES

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged, guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.
2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.
3. Employers throughout the state of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.
5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.

6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.

7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.

8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.

9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluation data accumulated by the project in the pursuit of its goals.

11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.

12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.

13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.

14. An evaluative analysis of each E&D feature can be made to determine specific elements of success and failure.

IV. ADMINISTRATION

Graduation...

Families and friends of 42 inmate students who completed the four six-month courses were invited to attend the fifth MDT graduation ceremony at Draper. Burns Bennett, Public Information Officer for the Alabama Selective Service System and well-known Montgomery columnist, was guest speaker. Beryl S. Vick, Jr., Director of Music at the Capitol Heights Baptist Church, was guest soloist. Draper's Chaplain Wallace Welch gave the invocation, and RRF Board Member, John W. Phillips, Vicar, All Saints Episcopal Church, Montgomery, pronounced the benediction.

Among the graduation reception patrons who helped to make this occasion a festive one for inmates and their guests were two new groups. The Athena Y. W. Club, an organization for high school girls sponsored by the Montgomery YWCO, donated funds for the reception, and the Women of the Westminster Presbyterian Church, Montgomery, planned the reception and acted as hostesses.

The 42 students who graduated June 2 brought to 273 the total number of young offenders who have completed vocational training in the Draper MDT program since it began in October of 1964. (Refer to News Release in Appendix E.)

Staff Changes and Staffing...

As soon as the Prevocational Basic Education Classes ended in early June, the Prevocational Instructor was transferred to the vacant Remedial Instructor position. The Job Placement Officer and the Follow-up Counselor resumed their duties during the current reporting period. The Research Analyst has requested a month's leave of absence to complete work for his master's degree in education. Since his thesis will be an analysis of data gathered in our follow-up study and will be helpful in completing that study, this request has been granted.

One Clerk-Steno III, Sara Freeman, began a maternity leave of absence on June 23. A college student, James Crosby, who previously worked as a typist with the project's Materials Development Unit, was rehired for the existing Clerk-Typist vacancy and assumed some of the Clerk-Steno III's receptionist duties. Two College Corpsmen also began work. Paul Manget, a junior at the University of Alabama, began work June 1. James J. Mracek, who began work June 5, received his B.A. from Huntingdon College and will enter Auburn University's School of Pharmacology this fall. See Appendix A for qualifications of new staff members.

In-Service Training Resumes...

In-service training, utilizing the "management by objectives" concept, had been conducted by the Public Information Coordinator who resigned in late April. Because of the delay in finding a replacement, another similar type of in-service training program was begun. The Birkman Method, which aids in identifying the full potential of supervisory staff members by means of questionnaires and self-discovery group sessions, will be used with 10 key staff members. Questionnaires were completed at the end of June and forwarded to Dr. Roger Birkman's firm for computer analysis. The first of the self-discovery sessions, to be guided by Dr. Birkman, will be held in early July. Present plans call for subsequent use of the Birkman Method with trainees in the supplementary classes. Trainees will complete the questionnaires early in the training period and again near the completion of training. The differences in the two reports should provide some indication of the behavior patterns which may have been modified by participation in the experimental-demonstration program.

Follow-up Study...

The recidivist phase of the Follow-up Study has been completed and is under analysis. Charts which point up certain significant factors, such as those described in the Introduction of this report appear as Appendix B. The full report will be published as a monograph as soon as follow-up data on all graduates have been compiled and analyzed.

Conferences...

Activities of the current reporting period centered around planning and implementing the Draper Conference on Correctional Manpower, held in Montgomery May 22-25. A description of preparations for the conference appears in Section IX, Dissemination. The dissemination and utilization staff members also worked closely with the staff of the University of Houston's College of Business Administration, which will sponsor the second conference. States to be included in this second conference, tentatively scheduled to be held in Houston on July 23-26, include Texas, Arkansas, Louisiana, Kansas, Missouri, Arizona, Colorado, New Mexico, Oklahoma, Illinois, Iowa, Nebraska, and Wisconsin.

The entire staff was involved in the State Manpower Development and

Training Conference held on June 28-30 in Montgomery. On one day, workshops dealt with such subjects as counseling, basic education, teaching theories, and the effective use of audio-visual aids. On another, the conference participants were divided into groups according to their specific job areas: guidance, vocational training, supervision and administration, or basic education/remedial training. Each of these groups was given instruction by MDT personnel who had gained some experience in meeting the needs of disadvantaged trainees. Time was allotted in each group for an interchange of ideas and experiences between members of the various MDT projects. Mrs. Seay, Draper's MDT Program Director, presided over the general session on Thursday, June 29; addressed the basic education remedial training group on June 29 on "The Roles of the Teacher for Effective Use of Different Types of Instruction in an MDT Setting"; and led the summarization of the entire conference on Friday, June 30.

Mrs. Terry, Editor and Coordinator of the Materials Development Unit, spoke on "Evaluation and Use of Programmed Instruction."

W. Malon Graham, Draper's Supplementary Instructor, demonstrated the use of films in instruction to the entire conference on Wednesday, June 28; addressed the basic education remedial training group on "Enrichment of Individualized Instruction" on June 29; and was appointed to the State Membership Committee of the Manpower Training Association the last day of the conference.

Dr. McKee, Project Director, addressed the Guidance Group on Thursday, June 29, on "Trainees--Their Abilities, Aspirations, Needs, and How to Meet Them."

Dr. McKee served as a workshop leader at the Southern Region Public Personnel Association Conference in Mobile on May 5.

Mrs. Seay attended the 26th meeting of the Southern States Prison Association and the 31st meeting of the Southern States Probation and Parole Conference (combined) in Myrtle Beach, South Carolina, on June 3. From Myrtle Beach, she went to Columbia, South Carolina, to attend and address the June 5 meeting of the Southeastern Manpower Advisory Committee concerning the history and background of the new Manpower Training Association. She addressed this group again briefly on June 6, stating objectives of the new association and describing benefits of membership.

On June 5-7, Dr. McKee attended the 16th Annual Conference on Correctional Education, Center for the Study of Crime, Delinquency and Corrections, Carbondale, Illinois. His talk, "Dramatic Application of Educational Technology in Corrections," appears in Appendix C.

The second Mini-Conference to plan for the Correctional Manpower Training Conference to be held in Houston met in Washington, D. C., June 6-9. Both the Project and Program Directors attended.

The Program Director attended the Tennessee Manpower Development and Training Workshop in Cookeville, Tennessee, from June 19-23. She addressed the group on "Use, Development, and Evaluation of Programmed Materials as Developed in the Draper Experimental and Demonstration Project," a slightly revised edition of the speech which appeared as Appendix B of our last (15th) Progress Report.

On June 23, Dr. McKee gave an overview of the Draper projects, highlighting his presentation by showing slides of the two programs, to the

38th meeting of the Florida Council on Crime and Delinquency which was held in conjunction with a meeting of the Florida Correctional Education Association in Daytona Beach, Florida.

On June 10, the Historian traveled to Seymour, Indiana, for the 9th District Exhibit on Crime and Delinquency. She manned the Foundation's exhibit which included a display, a slide carousel, a tape which had been coordinated with slides to tell "The Draper Story," and related handout publications.

Follow-up Counselor, John Nagle, addressed the East Lake Lions Club of Birmingham on the Community Sponsorship Program on June 12. There were about 75 members present.

Visitors...

Increasing numbers of visitors are asking for in-depth orientation to the projects. These requests may be limited to one aspect of the project, or may include an overview of each phase. During June, an overview of each phase was requested by the American Vocational Association for one visitor, Vivek Pangphothipong of the Thailand Ministry of Education. A program was prepared which would not only permit him to spend several hours with the supervisor of each unit (guidance, materials development unit, shop instruction, supplementary and remedial education) but would also allow him time to visit the state departments of education and corrections, the prison, and the other on-going projects inside the prison and around Montgomery. (See Appendix D.)

Other visitors during the current reporting period included Ronald Dutcher and Donald Casey of the New York Youth Authority, who visited the project on May 3; Dr. Ernest L. V. Shelley, Director of Treatment, Michigan Department of Corrections, and Charles W. Sayre, Director of Jackson Public Schools, Jackson, Michigan (May 17-19); and Dr. Robert Currie, Member of the Board of Directors, P-A-C-E Institute, Indianapolis, Indiana (June 9). See Appendix A for other visitors.

Consultation Services Provided...

A proposal by the P-A-C-E Institute, Hinsdale, Illinois, which would provide a program of correctional manpower training in Cook County Jail (Chicago) was reviewed by the Project Director. Two of the men who will be instrumental in implementing the proposed project attended the Draper Conference in May. If the project is approved, we anticipate providing an in-depth training program for at least one of the project's staff members.

Another group which attended the Draper Conference, this one from Minnesota, sent their proposal for a correctional manpower training program to the Project Director for his review and comments.

New Classes Resume...

Vocational courses resumed in Electric Applicance Repair and Sign Painting on June 19th. In addition to these two 12-month courses, new six-month courses began in Auto Service Station Mechanic-Attendant, Barbering, Bricklaying, and Welding. All six classes will graduate in mid-December. Appendix D contains socioeconomic data on the new students and a schedule of the classes for the next six months.

The Editor, the Historian and the Public Information Specialist prepared the final draft copy of a brochure describing the history, philosophy and work of the Rehabilitation Research Foundation. The copy is now being reviewed by members of the Foundation's Board of Directors. Preliminary bids for printing have been requested.

V. COUNSELING

Forty-two of our students graduated during this reporting period, and emphasis shifted from counseling on personal problems to submitting names for review by the Parole Board. The counseling staff presented information, recommendations, and requests for review dates to the Pardons and Paroles Board on behalf of those members of the graduating classes who had built and maintained good records. Thirty-five such cases were presented and most were favorably acted upon. The Personal Counselor aided the job development and follow-up team in securing job offers for graduates, particularly those who desired job programs outside Alabama. He corresponded with out-of-state relatives of graduates, parole supervisors and prospective employers to arrange suitable out-of-state parole plans.

Prior to graduation, trainees in six-month courses were posttested with the Metropolitan Achievement Test. Their pretest average was 7.0; the posttest average was 8.1; the average gain made was 1.1 grade levels in 168 hours of instruction.* A breakdown of posttest scores appears in Appendix D.

Sixty-one students were admitted to the four new six-month classes.

---

*The number of hours of training students received between pre- and posttest dates.

The percentage of recidivism in new classes varies from a high of 80% in welding to a low of 42% in auto service station mechanic-attendant. Of the 61 new students, 36 had completed Basic Education, the 20-week prevocational course now offered to raise a prospective trainee's education to a level sufficient for him to perform well in the vocational classes. Forty students completed the prevocational course; all were counseled concerning vocational interests and aptitudes and test scores as they related to courses being offered. The number of students enrolled is shown on page 48. A comprehensive report of our experiences in conducting a Basic Education course 20 weeks prior to vocational training is being prepared by the Prevocational Instructor and will be included in the next progress report.

Intensive Counseling Experiment

During this reporting period, intensive counseling efforts were made with two of the students. These trainees, both Negroes from Mobile, had been partners in the crimes for which they are now serving sentences--mail fraud, forgery, and burglary. Both of these trainees were concerned about holdovers. At their request, the counselor corresponded with various authorities to arrange a hearing. The holdovers were favorably disposed of, but the presiding judge emphasized that it was the improvement in the boys' attitudes, which he attributed to their participation in the vocational training project, that had led him to make a favorable disposition. While attending the hearing in Mobile, one of the trainees took offense at something a guard said and cursed him. This incident led the Personal

Counselor and the Research Associate to experiment with an intensive counseling approach in trying to further modify the behavior of these two students.

In-depth counseling sessions were conducted at least once a week. Frequent informal sessions supplemented the intensive counseling being attempted. Counselors met with the boys together and separately. It was in the unstructured sessions that some of the most interesting developments took place. For example, one day the Research Associate noticed that one of the trainees had come into the school with his shirttail out, his pants dirty and rumpled, and his boots unlaced. He stopped the trainee and told him that it was a shock to see him so sloppy; he usually looked so much better. He then advised the trainee to go into the washroom and straighten himself up before he went to class. The trainee obeyed without comment. Seeing him again later, the Research Associate complimented his improved appearance. In a formal counseling situation the following day, the Research Associate explained why it was important for a man to look his best at all times--that people make snap judgments based on first impressions and that an employer would think little of any employee who came to work dressed as the trainee had been dressed. Significantly, this student, who normally exhibited agressive behavior, accepted, without question, direction from someone whom he had come to respect.

The trainee is one of the top students in the Sign Writing Class. His intelligence is slightly above average. Already a recidivist when he enrolled, he departs from the norm of our trainees in that he is a high school graduate. He appears to be overly aggressive and to see himself as a person who is "too severely" punished for his actions. The two counselors felt that it was important to bring this student to face reality. Following the incident in Mobile County Jail, the trainee was asked to examine his own role in the incident. Once he was able to retrace the sequence of events, he was able to see how he had too swiftly taken offense at what the guard had said and acted on impulse. He began to accept the guidance of the counselors who encouraged him to verbalize his problems and concerns realistically. One of his primary concerns reportedly is his home situation; however, the reasons for this concern have yet to be uncovered. He apparently has always lived with his grandmother and is reluctant to talk about either of his parents. The counselors predict that if modification of his aggressive behavior is to be effected he will require continuous, intensive counseling for some time to come.

The second participant in this intensive counseling experiment is enrolled in Electric Appliance Repair. Also a recidivist, this man completed 10th grade in Mobile. Before coming to prison, he lived with his wife and child in his mother-in-law's home. His wife will complete work at the junior college level this year and has begun to seek admission to a four-year university.

At first, this student was withdrawn and remote. He was reluctant to talk about his life, or about the events which led to his imprisonment. His reluctance to enter into in-depth discussion was overcome through frequent use of counseling situations. The counselors continually emphasized his responsibilities to his wife and child. He was frequently reminded that his experiences in the MDT project could be an opportunity to prepare to meet this responsibility.

This continuous counseling appears to have had an unforeseen consequence: this student became the first Negro to join the Draper branch of the Jaycees. He was proud of having been asked to join and found a great deal of pleasure in his new role which required that he exercise some responsibility. Unfortunately, his fellow Negro prisoners did not approve of his action, and applied pressure on him to drop out of the club. He brought this problem to the counselors who helped him to see that when men condemn another man for accepting responsibility, they are really rejecting responsibility themselves. When the situation had been explained to the trainee in relation to what he had already learned about himself, he was better able to cope with it. The pressure soon subsided as the other Negro inmates began to accept his new role.

Dropouts

Eight students were dropped from courses during this reporting period, four for good cause and four for bad. The table below indicates the number dropped from each course and whether these students were dropped for good or bad cause. The enrollment figures in Auto Service Station Mechanic-Attendant, Barbering, Basic Education, Bricklaying, and Combination Welding refer to the classes which graduated in June. The table on page 43 contains enrollment figures for the new classes in these vocational trades; there have been no dropouts from these new classes. Since our contract ends in December, Basic Education classes have not been resumed.

Six-month classes beginning December 5, 1966, ending June 2, 1967

*Twelve-month classes beginning December 5, 1966, ending December 1, 1967

Class	Enrollment	Number Dropped	Reasons Good	Reasons Bad
Auto Service Station Mechanic-Attendant	10	0		
Barbering	10	1	x	
Basic Education	44	4	x	xxx
Bricklaying	10	0		
*Electrical Appliance Repair	11	0		
*Sign Writer, Hand	8	0		
Combination Welding	14	3	xx	x
	107	8		

Barbering

This student had to be dropped from the course when he developed infectious hepatitis.

Basic Education (Prevocational)

One student lost interest in this course because he was convinced that he would fail. All efforts to encourage him failed, and when he refused to try to do the work assigned, he had to be dropped. The other three were dropped because they became involved in situations inside the prison which required disciplinary action by prison authorities. All three were transferred to another institution.

Combination Welding

Two of these students completed their sentences early and preferred to be released rather than complete the course. The third was disciplined by prison authorities and transferred to another institution.

VI. TRAINING

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is approved by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Program Director.

Program Purposes and Objectives

A primary purpose of this program is to adapt to traditional vocational training certain recently developed but proven teaching techniques which are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the

Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed instructional materials for several basic trades for which such materials do not now exist or are not available. Materials are also being developed for teaching personal-social skills. These programs are designed to individualize training for the target population. Our further purpose is to develop the necessary guides that will make such materials and their proper use feasible for both correctional and public educational institutions.

Prevocational (Basic Education) Classes Graduate 40 Students

Forty-nine students originally entered Basic Education classes. This course was given 20 weeks prior to the beginning of the new vocational classes to prepare inmates for shop-related theory which is a part of the vocational training curriculum. Of the 40 students who successfully completed this course, 36 went on to enroll in vocational courses: 11 entered barbering; 14, welding; 7, auto service station mechanic attendant; and 4, bricklaying.

Four of the prevocational graduates did not enter any vocational courses. One man was transferred to another institution by prison authorities. Another declined to enter any vocational courses because he was expecting an early release through parole.

The remaining two were refused admittance to the vocational training project because of the nature of their offenses. We do accept inmates who are sex offenders into both prevocational and vocational training. However, the Board of Corrections governs the admittance of sex offenders to protect the project's women employees. In the cases cited, the Board ruled against admission.

Supplementary Class Hears Speaker Discuss Alcoholism

Lee Allen Ford, Director of Education, State of Alabama, Division on Alcoholism, gave an illustrated lecture on the use of alcohol. He expanded his lecture to include a vivid description of what happens to the human body when a man uses narcotics or barbiturates, sniffs glue, or indulges in other similar practices. His approach is straightforward and undramatic; the instructor feels he makes a powerful impression on the students with this approach.

Intermediate Reading Classes began during this reporting period, and classes in Reading Comprehension, Advanced Reading, Mechanics of Language, and Computational Skills will soon begin. The latter three are new courses which will be dealt with in a later report. Mechanics of Language and Computational Skills have been delayed until the three reading courses, Intermediate, Reading Comprehension, and Advanced Reading could be completed.

Vocational Training

Nine of the 10 students originally enrolled in the Barbering class graduated in June. The tenth man, who was dropped from the course when he contacted infectious hepatitis, has been returned to Draper from the hospital at Kilby. He has been working in the prison barber shop and has been promised a job on an Army base. The oldest student in this class, 34 years old, completed the work with a 99.1 average. He has been promised a job in South Carolina, where he will be working in a new barber shop. Two of the graduates unfortunately have personal problems and nervous conditions which will probably prevent their being placed in training-related jobs.

Two more students in the 12-month Electrical Appliance Repair course are now doing work on a one-year apprentice level, bringing to four the number of students performing at this level. All four have had some previous experience in electric appliance repair work; the instructor states that this probably accounts for their swift progress.

In the 15th Progress Report, we noted that students in our other 12-month course--Sign Painting--have been involved in a public service project; they use a silk screen process to produce traffic signs for Elmore County. The county seat, Wetumpka, has many community service organizations which have supported the project at Draper. During this reporting period, members of the Wetumpka Jaycees approached the Sign Painting Instructor and asked his help and that of his students in preparing advertising signs for the community baseball park. Administration approval was granted, and 40 signs were prepared on 5/8" 4' x 8' plywood boards. The trainees gained valuable experience in layout and lettering and had the satisfaction of knowing their work was a public service project. The Jaycees presented each student an unexpected bonus of $25 for his work. This money is being held by the prison authorities until the students are released, at which time it will help to give them a good start in a new life.

Shortly before the Bricklaying class graduated, work on the new classroom-storage area was completed. The students have taken great pride in their achievement, for the building stands as physical evidence of their newly acquired skills in bricklaying and masonry. This new classroom will free one of the inside classrooms for use by the electric appliance repair instructor who has needed space in which to conduct class work.

Arrangements have been completed with the American Welding Society Examiner to give each welding student the test required by the American Welding Society for certification as general purpose welders. This examination will probably be given shortly before the next graduation. The warden has agreed that the Draper Welfare Fund will pay for the first certification of our graduates (as it has done for the State Trade School); the project will furnish all materials necessary for the test. Once they have earned welding certificates, students will have nationally recognized proof of their newly-acquired skills.

VII. MATERIALS DEVELOPMENT UNIT

Preparation for and participation in two conferences, Draper and MDT, were important activities of unit staff members during this reporting period. The Draper Conference, in particular, placed a heavy load on the reproduction section. This section also designed the cover used on the program for the State MDT Training Conference. This cover appears in Appendix E.

The artist and editor worked with other staff members in designing and writing a brochure to describe the Foundation's activities. The proposed cover for the brochure has been so designed that it can be used as a cover for other Foundation publications, such as progress reports and monographs.

Arrangements for the Montgomery MDT project to bind lessons printed for distribution by the University of Alabama have not worked out. Binding equipment was purchased by the project during the current reporting period, and all completed lessons have been bound here. All but one of these lessons and an instructor's manual have been turned over to the University. They can now begin to fill the orders, some of which have been held since before Christmas. The University has agreed to replace paper and binding elements used by the project to print and bind the lessons. However, we still need to develop a more satisfactory method of distributing our materials.

Programming of lessons on estimating skills for bricklayers, letter writing, and barber's preparatory steps was completed. This is a total of 12 lessons, a comprehensive evaluation booklet, and an instructor's manual. All were completed lessons which, after individual tryout and/or field testing, required reanalysis and rewriting. The revised versions of the bricklaying package and the letter writing lesson will be tried out in the next reporting period. The Barber's Four Preparatory Steps will be field tested with the next barbering class at the appropriate time in their training.

Preliminary analysis and categorization of the proposed content of the package "Communicative Skills for Auto Mechanics" have been completed. The content was agreed on at a meeting of subject matter experts and staff of the Materials Development Unit. In addition to our Auto Service Station Mechanic-

Attendant Instructor, a trade school instructor and an automobile repair shop owner served as subject matter experts. A second meeting with the subject matter experts will be necessary before work on this package can continue.

VIII. JOB DEVELOPMENT AND PLACEMENT

Nineteen graduates were released and placed on jobs during this reporting period. Thirteen were placed in training-related jobs and six in non-related jobs. Sixteen of the 19 were released on parole; three completed their sentences. One each was placed in Florida, Mississippi and New Jersey, and 16 were placed in Alabama.

To date, a total of 208 graduates have been released and placed on jobs. 156 of these are presently functioning members of society; 52 have been returned to prison. Thirty-six were returned for parole violations and 16 for new offenses. Of the 52 recidivists, 44 had been placed in training-related jobs, 6 in non-related jobs, and two had been released to detainers or had committed new offenses prior to any employment.

The following is a breakdown of graduates returned to prison:

Barbering	12
Auto Service Station Mechanic-Attendant	8
Bricklaying	12
Welding	14
Electric Appliance Repair	2
Radio-TV Repair	2
Technical Writing	2
	52

While some very interesting factors are being uncovered in our analysis of graduate recidivist cases, we are reluctant to publish incomplete data which could lead our readers to draw conclusions that may later prove invalid.

We continue to make use of the Bonding Program in obtaining jobs for graduates in fields where they would otherwise be excluded. A total of 10 graduates have been bonded since the initiation of the Program. Five have since changed jobs, and bonding was not required in their new employment. However, the number bonded is not a true measure of the total effectiveness of the bonding program. It has been our experience that when a prospective employer learns that it is possible for our graduates to be bonded, he is far more willing to hire one of them, yet he will not actually require bonding. No claims have been registered by employers against any of our graduates under bond. Bonding is restricted to some degree because some of the courses taught do not normally require bonding. We feel, however, that as graduates progress to more responsible supervisory positions there will be more need for bonding assistance.

The Labor Mobility Project, located at Tuskegee Institute, was renewed at the very end of this reporting period. One of the provisions of the renewal was that an office be located at Draper. This office, which should be operational by mid-July, will facilitate obtaining relocation funds for our graduates. There will be a full-time staff comprised of a Labor Mobility Counselor and a secretary. Although they will be located within the project, they will be directly responsible to the officials of the Tuskegee Labor Mobility Project.

One hundred thirty-three graduates were visited during the present reporting period. In addition, 30 visits were made to graduates' families and 22 to employers. Follow-up counselors also visited 65 state parole supervisors and two federal parole supervisors, seven sheriffs, four district attorneys, three chiefs of police, and two judges.

Because of the need for intensified efforts to place graduates, follow-up personnel were also engaged in this activity. They made 37 calls in an effort to secure jobs for graduates, and traveled a total of more than 2,000 miles.

IX. DISSEMINATION

In May the major focus of the Dissemination Unit was planning for and implementing the Correctional Manpower Training Conference (Draper Conference), held in Montgomery May 22-25.

Letters were prepared and sent to the editors of all Alabama newspapers, the Atlanta newspapers, major national news magazines, and the newswire services telling of the purpose of this conference. Folders for press kits were created and printed, using a silk screen process, by members of the Sign Writing Class. On Monday, May 22, a press conference for members of the local press corps gave an overview of the entire conference. Dr. McKee, Mrs. Seay, and Commissioner of Corrections, A. Frank Lee, answered questions and provided information on the background of the Draper project. Appendix F is a detailed description of press arrangements suggested for the second dissemination conference and grew out of our experiences at the Draper Conference. Appendix E contains copies of all news releases pertaining to the dissemination activities.

Speeches were written, edited, and printed for distribution. Visual presentations were prepared, including the exhibit described in the 15th Progress Report, PerceptoScope demonstrations, slides and transparencies to illustrate speeches. Display space for other projects was arranged.

Arrangements were made with an educational television station to show the CBC Film, "Sense of Captivity," in prime viewing time, 8-9 p.m. Wednesday night. Television sets were loaned by local businesses and set up in the main conference room.

The Draper Conference was attended by 115 representatives from 8 states (Florida, Georgia, Mississippi, Alabama, Tennessee, South Carolina, West Virginia, Minnesota) and the District of Columbia. Attendance at all sessions was high, and the only complaint was that there was too little time for too many activities. An analysis of the conference evaluation which was made for OMPER's Division of Program Utilization is included in Appendix F.

The primary activity of the Dissemination Unit during June was preparation of material from the Draper Conference (May 22-25) for inclusion in the formal proceedings. The editing and printing will be done in Washington. Tentative plans call for publication in early October. The second Dissemination Conference is scheduled for July 23-26 in Houston. It will be jointly sponsored by the Rehabilitation Research Foundation and the University of Houston's College of Business Administration. Guidelines are being furnished to the College of Business Administration so that our experiences may be of value to them in preparing for this conference.

Appendix A

Qualifications of New Staff Members, Staff Activities, and Visitors

Clerk-Typist II, James A. Crosby; high school graduate; 2-years college training in Business Administration and Marketing; currently continuing his studies at Troy State College (Alabama); November 1964-September 1966, clerk-typist Draper Project.

College Corpsman, Paul G. Manget; entering junior year at University of Alabama; major in psychology, minor in sociology; Dean's List student for freshman and sophomore years; member Phi Eta Sigma, honorary academic society; previous experience in office work.

College Corpsman, James Joseph Mracek; graduate of Huntingdon College, Montgomery, majors in chemistry and biology; will be a graduate student at Auburn University September, 1967.

OTHER STAFF ACTIVITIES:

May 3	Historian, Public Information Specialist met with manager and staff members of the Governor's House Motel to plan physical facilities for Draper Conference.
May 5	Dr. McKee was a workshop leader at the Southern Region Public Personnel Association meeting. His topic was "Training--Programmed Instruction in a Public Agency or Supervisory Training."
May 8	Reporters from the Montgomery Advertiser-Journal and the Sun in Prattville visited the project to prepare pre-conference news stories.
May 16-17	Dr. McKee attended meetings of the American Association of Mental Health
June 2	Graduation exercises held for 42 students.

OTHER VISITORS

May 1-2	Larry Liss; NOVA Schools; Fort Lauderdale, Florida. Mr. Liss visited the project to review the Academic Games Experiment with those instructors involved.
May 9	Mrs. Lingo, Supervisor, Montgomery County Board of Education; Mr. Sam Bolding, Secondary Division of Department of Education; Mr. Oswald, Mr. Bobo, State Department of Education. All four received an orientation to the work of the project and met with various staff members.
May 12	Mrs. Donna L. Brook and nine students from Tuskegee Institute received an overview of the work being done by the Foundation and a tour of the project's facilities.
May 23	150 participants in the Draper Conference received a tour of the prison and the project site and an orientation to the work of the Foundation as part of the conference's program.
June 9	Dr. Robert Currie, Member, Board of Directors, P-A-C-E Institute, Indianapolis. Dr. Currie, who has visited the project before, received a tour to acquaint him with the new developments since his last visit and also consulted with Dr. McKee and Mrs. Seay.

Appendix B

Tabulation of Possible Causes of Recidivism
(Excerpts from "A Follow-up Study of Draper Graduates")

Table I presents frequency distribution of problems cited by the recidivists as contributing to post-release failure. There were eleven problems presented in the recidivists' questionnaire. The responses were grouped according to their frequency of occurrence on the questionnaires. This Table showed that the total number (35) did not respond to all of the situations. However, enough responses were tabulated to establish a rank order of the cited problems. These data revealed that lack of money was the dominant problem, association with ex-offenders was second, problems with women ranked third, and going to the wrong places ranked fourth.

Table II presents factors listed by the Parole Officers as contributing to parole failure and reincarceration. There was a total of thirty-five questionnaires tabulated in this distribution. The parole officer ranked excessive drinking as the foremost problem of the thirty-five recidivists. The second ranked problem was poor work habits and the third was association with ex-offenders. Commission of misdemeanors and money problems were given equal value, and both are fourth-ranked.

Table I

Thirty-Five Recidivists

PROBLEM	Frequency Distribution of Problems Cited by Recidivists As Being Most Prevalent												Rank Order
	1 (11)	2 (10)	3 (9)	4 (8)	5 (7)	6 (6)	7 (5)	8 (4)	9 (3)	10 (2)	11 (1)	Total	
Lack of Money	11 (121)	4 (40)	5 (45)	4 (32)	2 (14)	1 (6)			1 (3)			261	1
Association With Ex-Offenders	5 (55)	5 (50)	11 (99)	2 (16)		1 (6)	1 (5)					231	2
Women	3 (33)	6 (60)	3 (27)	3 (24)	3 (21)						2 (2)		3
Going To The Wrong Places	1 (11)	4 (40)	5 (45)	2 (16)	5 (35)	1 (6)	1 (5)	1 (4)				162	4
Drinking	6 (66)	4 (40)	2 (18)	4 (32)								156	5
Not Being Able to get Along With Employer	2 (22)	3 (30)	3 (27)	1 (8)			2 (10)	3 (12)		3 (6)		115	6
Drugs	1 (11)	3 (30)		5 (40)	1 (7)	1 (6)	1 (5)	1 (4)				103	7
Family	1 (11)	2 (20)		1 (8)	2 (14)	3 (18)	2 (10)		1 (3)	1 (2)		86	8
Automobile	2 (22)	2 (20)	1 (9)		1 (7)	1 (6)	2 (10)	1 (4)		1 (2)		80	9
Not Being Able to Get Along with Fellow Employees	1 (11)	2 (20)			2 (14)	2 (12)		1 (4)	4 (12)			73	10
Wanting To Return To Prison	1 (11)			1 (8)	1 (7)		1 (5)			2 (4)	3 (3)	38	11
TOTAL RESPONSE	34	35	30	23	17	10	10	7	6	7	5		

Table II

FREQUENCY DISTRIBUTION OF CONTRIBUTING FACTORS LISTED BY PAROLE OFFICER WHICH RESULTED IN PAROLE FAILURE AND REINCARCERATION

Contributing Factors	I (3)	II (2)	III (1)	Total	Rank Orde
Excessive drinking	8 (24)	1 (2)	2 (2)	28	1
Poor Work Habits (quit or was fired)	8 (24)	1 (2)		26	2
Association with Ex-offenders	4 (12)	3 (6)		18	3
Committing misdemeanors	1 (3)	6 (12)	1 (1)	16	4a
Money Problems	3 (9)	2 (4)	3 (3)	16	4b
Resumption of Criminal Ways	4 (12)	1 (2)	1 (1)	15	5
Marital Problems (family)	2 (6)	2 (4)		10	6
Association with Women of Questionable reputations	1 (3)	2 (4)	1 (1)	8	7
Absconding	2 (6)			6	8
Emotional Problems		2 (4)		4	9
Drug Habit	1 (3)			3	10

Appendix C

Dramatic Applications of Educational Technology in Corrections

John M. McKee, Ph.D.

DRAMATIC APPLICATIONS OF EDUCATIONAL TECHNOLOGY IN CORRECTIONS*

John M. McKee, Ph.D.
Rehabilitation Research
Foundation
Draper Correctional Center
Elmore, Alabama 36025

The special educational needs of the public offender are well documented. He is scarred by a history of school failure and dropout; he has been embarrassed by poverty; he comes from a home that gave not even a modicum of support to his getting an education. In view of his acquired aversion to formal education, we correctional educators must employ the best of instructional talent and technology to give the prisoner a successful and reinforcing educational experience.

Yet, by and large, prison educational programs follow traditional patterns of instruction: lecture, chalkboard with the pupil demonstrating his knowledge (or lack of it), desk chairs, and grade-level groupings. Correctional education follows traditional patterns set down by elementary and secondary public education. And like public education, we have had much discussion of individualized education but have taken little action on a systematic basis.

Of course, one problem has been how to individualize instruction beyond grouping together the "red birds," "yellow birds," and "blue birds." Only in the past few years have we been able to individualize instruction on a mass basis--to tailor a curriculum to compensate for individual differences, to manage the learning contingencies of both group and individual learners so that maximum productivity is achieved, and to introduce the concept of self-management in the learning process. These things are collectively called educational or instructional technology.

---

*This paper was presented at the 16th Annual Conference on Correctional Education, Center for the Study of Crime, Delinquency and Corrections, Carbondale, Illinois, June 5-7, 1967.

Frequently, the term educational technology is thought to mean only hardware--overhead projectors, carousel slides, educational TV, and teaching machines. Equipment of this sort does serve to facilitate instruction, and it can be of enormous assistance. But modern usage of the term also includes the systematic application of behavior principles to the learning process. As Robert F. Mager says it:

> The instructional technologist is familiar with the laws of nature relating to behavior change (principles of learning), and with their application. He is able to derive and describe instructional goals in forms that are usable by the learner. He can identify environmental characteristics that facilitate and inhibit the desired behavior changes. He can describe the characteristics of a wide variety of instructional aids and devices, and can compare these characteristics with goals to systematically identify those devices and aids most appropriate to a given situation. He can construct criterion instruments by which the success of his efforts can be measured.[1]

In the Draper educational experiments, we seek to employ some of the newest developments in educational technology and discover some new approaches of our own. We have two major experimental projects at Draper--one distinctly in the area of academic education and the other primarily in vocational training. The former is funded by the National Institute of Mental Health and the latter by the U. S. Departments of Labor and of Health, Education, and Welfare, under the Manpower Development and Training Act. While sub-experiments are being conducted in each of the major projects, the following are most representative:

---

[1] Robert F. Mager, "The Instructional Technologist," Educational Technology, Vol. VII, No. 9, May 15, 1967, pp 1-2.

Experiment I. Contingency Management

In an attempt to maintain a high level of learner productivity, using programmed instructional materials, this project is experimenting with techniques of "contingency management." Systematic management of learning contingencies permits precise analysis of the objects and events that are reinforcing for each learner; moreover, through the systematic arrangement and presentation of learning contingencies one can attain far more efficiency in learning by the student than is possible with conventional methods.

Besides increasing learning efficiency, there is a need in correctional education to discover and control variables that will maintain effective learning behavior for sustained periods of time. All of us are familiar with the "bugout" in our educational programs--the student who has a low span of attention, or the student who is looking for a "soft lick," who plays the "con" game with the educators. When this learner is held to a production schedule, he usually "bugs out"--quits, asks for a job change, says he's too nervous to keep his mind on anything, etc.

Our contingency management experiment was designed to solve the problem of procuring sustained productivity. Sixteen subjects (Ss) served in the experiment, which ran for a period of nine weeks. The amount of programmed instructional work to be done by each subject (S) was specified daily by means of a "performance contract." Although the amount was negotiable, the conditions of the experiment required S to increase his performance about 20 percent each week over a baseline measure taken during a three-week period just prior to the beginning of the experiment.

A "reinforcing event" (RE) was scheduled after completion of a specified part of the contract, so that throughout a single day it was possible to accumulate six break periods of 15 minutes each during which an RE could be taken by the student-subject.

The RE occurred in a special recreation room set aside for this purpose. Activity included coffee, magazines, games, the opportunity to type a letter, etc. Each day S chose from an "RE Menu" the events he wanted to engage in. The theory underlying the use of the RE is rooted in the learning principle that whenever a less pleasant response is followed by a rewarding response, the latter will reinforce the former. In the practical terms of our contingency management experiment, if learning English grammar is dull or boring to S, it will become less so when immediately followed by a trip to the RE room.

The programmed instructional materials used in the experiment were prescribed on an individual basis, but courses were primarily in the areas of language arts, math, and social studies. Only linear programs were used.

Careful records of time spent in study and of test results were kept by the contingency manager, along with productivity data.

The results of the experiment showed that under the conditions of contingency management, productivity, as measured by frame output, quadrupled. Other results are worthy of note. Number of tests taken doubled, percent of tests passed jumped from 71 to 80 percent. (Passing grade is 85 percent.)

Experiment II. Preparation for Passing the General Educational Development Test for High School Equivalency

In several of our earlier experiments we had learned the following:

(1) The GED test can be passed by over 90 percent of the inmates scoring an average grade placement of 10.5 on a standardized

achievement test. (The passing score in Alabama for the GED Test is a standard score of 35.)

(2) Reading skills are the skills most crucial to passing the GED Test.

(3) A person who places at the 8.0 grade level on a diagnostic reading test can pass the GED Test with 250 hours of programmed instruction designed to compensate for his deficiencies across the board. Sessions in reading improvement should be included.

While our data supports the above statements, our information is of a post hoc nature; therefore, we decided to test these statements out as hypotheses.

Fifteen youthful offenders at Draper Correctional Center are Ss in this experiment. Contingency management techniques are being employed with continuing good results. The crucial test of the validity of our hypotheses will be seen the day GED Tests are administered to each S.

Experiment III. Modification of Spoken English

Several years ago I congratulated a student-subject for making a high score on the final exam on a programmed English course--English 2600: "Billy, you did very well--you made 98! You are an English scholar!" Said Billy, "Thanks, Doc, this here English don't give me no trouble nohow." Being by nature a frustrated high school English teacher, this was more than I could bear. I said, "Billy, I'm starting an advanced seminar in spoken English. How about volunteering as an experimental subject for it?" "You bet, Doc, English is the onliest subject I like--them verbs and nouns and all!" To control my emotional fit, I recalled my psychological background long enough to realize that here was a clearcut case of total absence of transfer of training or generalization of concepts, and that correct or standard spoken English would have to be taught directly, which we proceeded to do.

In the experimental seminar in spoken English, we began with sensitivity training, attuning the ear to listen discriminatingly and to analyze first another's speech, then one's own. We sought to train the subject in correct grammar, enunciation and pronunciation, and to widen vocabulary usage. After running three such seminars of about 20 sessions each, we are now formalizing the content and procedures into a training package. As for methodology, we are primarily employing operant conditioning techniques of behavior modification. Our purpose is to design a complete training package to improve spoken English rapidly.

Why are we working on this problem? Speech, like dress, tattoos, excessive drinking, job instability, and crime, marks the offender and handicaps his chances of succeeding in free society--getting a job and advancing in it, obtaining normal reinforcements available in the mainstream of social and economic life. The "stimulus value" that a person presents to the world naturally shapes the responses of that world to him. Thus, our goal is to modify the offender's stimulus value as it pertains to spoken English.

Although our interest is in the use of this speech modification package with offenders, we believe that it can be adapted to any disadvantaged population. Thus, we would view speaking standard or acceptable English as an essential step in economic and social mobility which is a goal of the anti-poverty program.

Educational technology is not new. As an applied science, it deals with the principles and practices of instruction and learning. Man has applied these principles for thousands of years, albeit in not too systematic a fashion. Perhaps we are talking more about a new approach to educational technology--a learning systems approach. One writer[1] in the field has pointed out the key elements in this new approach as follows:

> The end process is learning, not teaching. I cannot emphasize this distinction too strongly. Many of us have been so engrossed in our own roles as teachers that we have too often lost sight of whether or not learning really resulted.
>
> The process is achieved through a system. The system includes all of the equipment, procedures, facilities, program schedules, maintenance, texts, materials, and personnel required to produce the end result.
>
> The entire process must be validated. Only with validation can we be certain that the system does indeed attain the objectives originally set for it.

Learning systems are now being introduced to corrections. Examples are found at Draper Correctional Center, the National School for Boys, Cook County Jail, prisons in Michigan, California, and South Carolina. The cost of such programs is not low, but neither is the cost of crime. To do a quality educational job with special problem groups in our society, significantly more funds, personnel, equipment and research will have to be allocated. Progressive correctional leadership is realizing this fact and is now persuading the public and legislative bodies to move forward. Educational technologists: may their tribe increase!

---

[1] Shetler, Richard et al, "The Systems Approach to Education" a Symposium, Part I, Educational Technology, Spring 1967, p. 9.

Appendix D

Socioeconomic Data on Current Trainees

SUMMARY OF SOCIOECONOMIC DATA ON CURRENT TRAINEES:

The new students entering vocational training in June range chiefly from age 16-30, although six trainees are in their thirties and one is in his forties. Slightly more than 60 percent of the students are recidivists: 80 percent of the Welding students; 72 percent of the barbering students; 64 percent of the Bricklaying students; and 42 percent of the Auto Service Station Mechanic Students. Twenty-five percent of the new trainees are non-white, and nearly twenty-five percent of the students' families are welfare recipients.

A vast majority of the students (66%) have I.Q.'s ranging from 81 to 100, although the spread is from 69 to 114. One student has a 3.8 educational level, and two have 11.8. The other students fall between these two levels. There is a cluster of 36 students in the 5.0 to the 7.9 range with nine falling in the 5.0-5.9 range, 18 in the 6.0 - 6.9 range, and nine in the 7.0 - 7.9 range.

All of the new students were imprisoned for crimes against property, although five students were also charged with assault with intent to murder. Twenty-four separate occupations were given as "previous job experience" with 11 men listing "Heavy Equipment Operator Experience", six "Truck Driver" and six Service Station Mechanic.

The category "Educational Level" has been expanded in this report to permit a comparison of the beginning educational levels of students entering vocational training from prevocational basic education and those who did not have prevocational education. Prevocational (basic education) was offered for 20 weeks prior to their entrance into vocational training.

Socioeconomic Information on Current Trainees

Recidivist

Yes - 37
No - 23

Age Range

16-21 - 27
22-30 - 26
31-39 - 6
Over 39 - 1

Marital Status

Married - 11
Single - 35
Separated - 3
Divorced - 11

Welfare Recipient

Yes - 13 No -47

Race

W - 45 N/W - 15

I.Q. Range (Otis)

Below 70 - 5
71-80 - 8
81-90 - 22
91-100 - 14
101-110 - 4
Above 110- 1
Absent on test day- 6

Crimes:

Breaking and Entering	1
Burglary	11
Burglary, second degree	1
Burglary & Assault w/Intent to Murder	3
Burglary & Car Theft	1
Burglary & Grand Larceny	12
Car Theft	1
Forgery	7
Grand Larceny	8
Grand Larceny & Assault w/Intent to Murder	1
Grand Larceny & Forgery	1
Robbery	6
Robbery w/Intent to Murder	1

Past Work Experience:

Armed Services	1
Auto Service Station Attendant	4
Auto Service Station Mechanic	6
Bakery	1
Bricklayer	1
Cafe Worker	1
Carpenter	1
Construction	3
Dock Worker	1
Electrician	3
Factory Laborer	3
Fishing Boat	1
Garbage Collector	1
Heavy Equipment Operator	11
Janitor	1
Meat Cutter	1
None	11
Pipe Industry	1
Pulp Industry	1
Restaurant Manager	1
Roofer	5
Salesman	1
Tree Surgeon	2
Truck Driver	6
TV-Repair Helper	1

Educational Levels:

Auto Service Station Mechanic-Attendant: Grade Range 3.8 - 10.8

Median Grade Level of students who received Basic Education (Prevocational) 6.9

Median Grade Level of students who did not receive Basic Education 5.3

Barbering: Grade Range 5.2 - 10.6

Median Grade Level of students who received Basic Education (Prevocational) 7.5

Three students entered the course without receiving Basic Education. Their Grade Levels were 8.1; 9.4; 6.9.

Bricklaying: Grade Range 4.8 - 9.7

Median Grade Level of students who received Basic Education (Prevocational) 7.2

Median Grade Level of students who did not receive Basic Education 6.5

Welding:: Grade Range 6.2 - 11.5

Median Grade Level of students who received basic education (Prevocational) 8.1

Two students entered the course without receiving Basic Education. Their grade levels were 6.4 and 6.8

General Educational Range

Below 3.9	1
4.0 - 4.9	5
5.0 - 5.9	9
6.0 - 6.9	18
7.0 - 7.9	9
8.0 - 8.9	6
9.0 - 9.9	6
10.0 -10.9	2
11.0 -11.9	2
Above 11.9	None
Absent	2

SCHEDULE MDT TRAINEES

Note: On Friday all students remain in shop unless scheduled for supplementary. See Friday's Schedule

1 - ASSMA	7	
2 - BARBER	11	(Remedial and Reading in S. I. School, Supplementary in Federal School)
3 - EAR	11	
4 - SIGN WRITERS	7	
5 - WELDERS	14	
6 - BRICKLAYERS	17	

DAY	TIME	REMEDIAL CLASS	SUPPLEMENTARY CLASS	INTERMEDIATE READING	ADVANCED READING	SHOP
MONDAY	7:30 - 8:30	1 - 2		1		3 - 4 - 5 - 6
	8:30 - 9:30	1 - 2			2	3 - 4 - 5 - 6
	9:30 -10:30	3 - 4			3-4	1 - 2 - 5 - 6
	10:30 -11:30	3 - 4				1 - 2 - 5 - 6
	12:30 - 1:30	5	6		5	1 - 2 - 3 - 4
	1:30 - 2:30	5	6			1 - 2 - 3 - 4
	2:30 - 3:30	6		6		1 - 2 - 3 - 4 - 5
	3:30 - 4:30	6				1 - 2 - 3 - 4 - 5
TUESDAY	7:30 - 8:30	1 - 2		1		3 - 4 - 5 - 6
	8:30 - 9:30	1 - 2			2	3 - 4 - 5 - 6
	9:30 -10:30	3 - 4			3-4	1 - 2 - 5 - 6
	10:30 -11:30	3 - 4			5	1 - 2 - 5 - 6
	12:30 - 1:30	5	1			2 - 3 - 4 - 6
	1:30 - 2:30	5	1			2 - 3 - 4 - 6
	2:30 - 3:30	6		6		1 - 2 - 3 - 4 - 5
	3:30 - 4:30	6				1 - 2 - 3 - 4 - 5
WEDNESDAY	7:30 - 8:30	1 - 2		1		3 - 4 - 5 - 6
	8:30 - 9:30	1 - 2			2	3 - 4 - 5 - 6
	9:30 -10:30	3 - 4			3-4	1 - 2 - 5 - 6
	10:30 -11:30	3 - 4				1 - 2 - 5 - 6
	12:30 - 1:30	5	4		5	1 - 2 - 3 - 6
	1:30 - 2:30	5	4			1 - 2 - 3 - 6
	2:30 - 3:30	6		6		1 - 2 - 3 - 4 - 5
	3:30 - 4:30	6				1 - 2 - 3 - 4 - 5
THURSDAY	7:30 - 8:30	1 - 2		1		3 - 4 - 5 - 6
	8:30 - 9:30	1 - 2			2	3 - 4 - 5 - 6
	9:30 -10:30	3 - 4			3 - 4	1 - 2 - 5 - 6
	10:30 -11:30	3 - 4				1 - 2 - 5 - 6
	12:30 - 1:30	5	3		5	1 - 2 - 4 - 6
	1:30 - 2:30	5	3			1 - 2 - 4 - 6
	2:30 - 3:30	6		6		1 - 2 - 3 - 4 - 5
	3:30 - 4:30	6				1 - 2 - 3 - 4 - 5

Appendix E

Dissemination and Public Relations Activities, and News Releases

Schedule of On-Site Visit for Mr. Vivek Pangphothipong, Chief of Vocational Promotion Division, Department of Vocational Education Ministry of Education, Bangkok, Thailand

SATURDAY, JUNE 10

Arrives at Dannelly Field 10:15 p.m. He will be met by Mrs. Seay and taken to his hotel, the Jefferson Davis in Downtown Montgomery

SUNDAY, JUNE 11 - 1 p.m.

Luncheon at the home of A. Frank Lee, Commissioner of Corrections

Luncheon will be followed by a tour of Montgomery with Mrs. Seay

A visit to several homes of the staff members has been arranged

MONDAY, JUNE 12 - 8:30 a.m.

Mrs. Seay will call for Mr. Vivek and they will go to the office of Mr. J. F. Ingram, Director of Vocational Education. From there, they will go with Mr. Ingram for a tour of the John Patterson State Trade School. Mrs. Seay will also take him to meet Mr. A. F. Lee, Commissioner of Corrections, to discuss the process of corrections in Alabama's prison system

Afternoon:

Slide orientation to the Draper E&D projects

Tour of Draper's E&D programs and other phases of the prison's activities

Conference with Warden Watkins

TUESDAY, JUNE 13

Morning:	Visit Experimental-Academic School	Ben Franklin, Director National Institute of Mental Health Project
		Carl Clements, Research Associate National Institute of Mental Health Project
	Discuss Materials Development Unit	Martha Terry, Editor-Coordinator

Lunch:

Afternoon: Dinner with Thailand officers attending Allied Officers School At Maxwell Air Force Base.

	Discuss Recruiting and Interviewing	Paul Cayton, Supervisor Counseling and Guidance
	Job Placement and Follow-up	Walter Bamberg, Job Development and Placement Officer

Evening: Dinner with Mr. & Mrs Seay and Dr. McKee

WEDNESDAY, JUNE 14

Morning: Work with vocational training instructors

Noon: Luncheon at Frank Lee Youth Center. Mr. Lee, Dr. McKee, Mrs. Seay, Mr. Vivek

Evening: Dinner again with Thailand officers

THURSDAY, JUNE 15

Morning: Review and discussion with Dr. McKee, Mrs. Seay and Paul Cayton of problems in Thailand and how methods used at Draper might be implemented

Afternoon: Depart at 3:30 for Atlanta, Georgia

NEWS RELEASE

May 4, 1967

rom: A. Frank Lee
Commissioner
Board of Corrections
Kilby Prison
Montgomery, Alabama

FOR IMMEDIATE RELEASE

****

A. FRANK LEE, COMMISSIONER, ALABAMA BOARD OF CORRECTIONS, TODAY RELEASED PICTURES OF ALABAMA'S DISPLAY AT AN EXHIBIT HELD RECENTLY IN THE SAM RAYBURN OFFICE BUILDING, WASHINGTON, D. C. SPONSORED BY REPRESENTATIVE JAMES H. SCHEUER OF NEW YORK, THE EXHIBIT ON "CRIME CONTROL: A LOOK INTO THE FUTURE" ALSO FEATURED DISPLAYS BY SUCH DIVERSE ORGANIZATIONS AS REYTHEON CORPORATION, GENERAL DYNAMICS CORPORATION, THE ARGONNE NATIONAL LABORATORY, AND THE U. S. ATOMIC ENERGY COMMISSION.

THE PURPOSE OF THE EXHIBIT WAS TO FOCUS NATIONAL ATTENTION ON THE NEED FOR INTENSIVE RESEARCH ON CRIME AND HOW IT CAN BE CONTROLLED. THE CRIME EXHIBIT WAS INTENDED PRIMARILY FOR THE REVIEW OF SENATORS, REPRESENTATIVES, MEMBERS OF THE PRESS, AND OFFICIALS FROM THE EXECUTIVE BRANCH OF THE GOVERNMENT.

THE ALABAMA DISPLAY FEATURED TWO RESEARCH PROGRAMS BEING OPERATED AT DRAPER CORRECTIONAL CENTER IN ELMORE BY THE REHABILITATION RESEARCH FOUNDATION. THESE PROGRAMS ARE NATIONALLY RECOGNIZED AS PIONEER EFFORTS IN THE FIELD OF REHABILITATING YOUTHFUL OFFENDERS THROUGH THE APPLICATION

OF BEHAVIORAL SCIENCE TECHNIQUES. ONE, AN EXPERIMENTAL ACADEMIC PROJECT, IS FUNDED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH. THE OTHER, AN EXPERIMENTAL PROGRAM IN VOCATIONAL AND SOCIAL EDUCATION, IS FINANCED JOINTLY BY THE U. S. DEPARTMENTS OF LABOR AND HEALTH, EDUCATION, AND WELFARE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. THIS PROJECT ALSO FEATURES BASIC EDUCATION, COUNSELING, JOB PLACEMENT, AND FOLLOW-UP OF RELEASEES IN THE COMMUNITY.

CREATING AN EXHIBIT WHICH WOULD ILLUSTRATE THE DIVERSITY OF INSTRUCTIONAL TECHNIQUES UTILIZED IN THESE PROJECTS WAS A PROBLEM. "WE DIDN'T WANT TO HIT THE VIEWERS WITH A MASS OF MATERIAL," SAYS DR. JOHN McKEE, DIRECTOR OF THE FOUNDATION'S ACTIVITIES. "BUT, WE WANTED TO GET ACROSS THE IDEA THAT WE DO HAVE TWO PROJECTS HERE WHICH OFFER PREPARATION IN FIELDS AS VARIED AS BASIC EDUCATION, VOCATIONAL TRAINING, AND PRECOLLEGE INSTRUCTION." WITH MOUNTED PHOTOGRAPHS AND CAPTIONS, THE DISPLAY ILLUSTRATED THE TWO PROJECTS WITH A COMMON AIM--REHABILITATION OF YOUTHFUL OFFENDERS.

THE SUCCESS OF THE BOARD OF CORRECTION'S DISPLAY IN WASHINGTON DEMONSTRATED TO THE CONGRESSMEN THAT THE STATE OF ALABAMA HAS A REHABILITATION PROGRAM AT DRAPER WHICH COULD BE A MODEL FOR PRISONS EVERYWHERE.

May 18, 1967

From: A. Frank Lee
Commissioner of Corrections
Kilby Prison
Montgomery, Alabama

FOR RELEASE IN WEEKEND EDITIONS

THE ALABAMA BOARD OF CORRECTIONS HAS ANNOUNCED FINAL PLANS FOR THE DRAPER CONFERENCE ON MANPOWER DEVELOPMENT & TRAINING PROGRAMS IN CORRECTIONAL INSTITUTIONS, TO BE HELD IN MONTGOMERY, MAY 22-25.

SINCE 1964, THE ALABAMA BOARD OF CORRECTIONS HAS SPONSORED A PILOT PROGRAM UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT AT DRAPER CORRECTIONAL CENTER IN ELMORE. OPERATED BY THE REHABILITATION RESEARCH FOUNDATION, THIS PROGRAM HAS ATTRACTED NATION-WIDE ATTENTION. MR. LEE, COMMISSIONER, BOARD OF CORRECTIONS, NOTED: "WE HAVE BEEN AWARE OF THE NEED FOR DISSEMINATION OF OUR EXPERIMENTAL FINDINGS SINCE THE DRAPER PROJECT BEGAN, BUT WE SOON CAME TO REALIZE THAT A SYSTEMATIC EFFORT WOULD HAVE TO BE EXERTED TO COMMUNICATE OUR RESULTS TO PRACTITIONERS IN THE CORRECTIONAL FIELD. THOUSANDS OF COPIES OF OVER 60 PUBLICATIONS HAVE GONE OUT OF THE DRAPER PROJECT TO PERSONS AND ORGANIZATIONS WHO REQUESTED THEM. AND VISITORS HAVE COME TO DRAPER, HUNDREDS OF THEM, FROM ALL OVER THE NATION AND FROM FOREIGN COUNTRIES, TO TOUR OUR PROJECT AND TO RECEIVE ORIENTATION AND TRAINING.

STILL, ALL THESE ACTIVITIES HAVE NOT BEEN SUFFICIENT FOR RESEARCH UTILIZATION. WE CAME TO REALIZE THE IMPORTANCE OF BRINGING TOGETHER PROGRAM LEADERS IN CORRECTIONS AND MDT TRAINING IN SPECIAL REGIONAL CONFERENCES AT WHICH THE REHABILITATION RESEARCH FOUNDATION STAFF COULD INTERPRET ITS LATEST INFORMATION AND SUGGEST WAYS IN WHICH THESE NEW FINDINGS COULD BE APPLIED."

THE DRAPER CONFERENCE WILL BE THE FIRST OF FOUR OR FIVE CONFERENCES TO BE HELD IN CENTRAL LOCATIONS THROUGHOUT THE COUNTRY. THIS CONFERENCE WILL BE FOLLOWED BY ONE IN HOUSTON, JULY 24-26, AND OTHERS ON THE EAST AND WEST COASTS.

THIS FIRST CONFERENCE WILL FEATURE SPEAKERS AND PARTICIPANTS DRAWN FROM 15 STATES, AND REGIONAL AND HEADQUARTERS OFFICES OF FEDERAL AGENCIES. REPRESENTATIVES OF AGENCIES WHICH HAVE COOPERATED WITH THE DRAPER PROJECT SINCE ITS INCEPTION-- ALABAMA'S DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION; DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF EMPLOYMENT SECURITY; AND THE U. S. DEPARTMENTS OF LABOR AND HEALTH, EDUCATION, AND WELFARE--WILL PROVIDE LEADERSHIP FOR THE CONFERENCE AND SERVE AS RESOURCE PERSONS FOR VARIOUS WORKSHOPS.

THE OPENING SESSION, AT 8:00 P.M., MONDAY, MAY 22, WILL FEATURE WELCOMING ADDRESSES BY MR. LEE; DR. ERNEST STONE, STATE SUPERINTENDENT OF EDUCATION; AND MAYOR EARL JAMES OF MONTGOMERY.

May 30, 1967

For Immediate Release

From: A. Frank Lee
Commissioner of Corrections
Kilby Prison
Montgomery, Alabama

A. FRANK LEE, COMMISSIONER, ALABAMA BOARD OF CORRECTIONS, ANNOUNCED TODAY THAT GRADUATION EXERCISES WILL BE HELD AT DRAPER CORRECTIONAL CENTER ON FRIDAY, JUNE 2, FOR 42 INMATE STUDENTS WHO HAVE COMPLETED VOCATIONAL EDUCATION COURSES AT THE PRISON. THIS BRINGS TO 273 THE TOTAL NUMBER OF STUDENTS WHO HAVE COMPLETED VOCATIONAL TRAINING IN THE DRAPER VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT.

THE DRAPER PROJECT, ORIGINATED BY THE BOARD OF CORRECTIONS IN 1964, PROVIDES VOCATIONAL, REMEDIAL, AND PERSONAL-SOCIAL EDUCATION FOR INMATES UNDER THE MANPOWER DEVELOPMENT TRAINING ACT. OPERATED BY THE REHABILITATION RESEARCH FOUNDATION AND FUNDED BY THE U. S. DEPARTMENTS OF LABOR AND HEALTH, EDUCATION AND WELFARE, THE PROJECT OFFERS APPLICANTS A CHOICE OF VOCATIONAL EDUCATION IN SIX TRADE AREAS: BRICKLAYING, WELDING, AUTO SERVICE STATION MECHANIC-ATTENDANT, BARBERING, SIGN PAINTING, AND ELECTRIC APPLIANCE REPAIR. STUDENTS IN THE FIRST FOUR COURSES WILL GRADUATE FRIDAY; STUDENTS IN THE 12-MONTH SIGN PAINTING AND ELECTRIC APPLIANCE REPAIR COURSES WILL GRADUATE IN DECEMBER.

FAMILIES AND FRIENDS OF THE STUDENTS HAVE BEEN INVITED TO ATTEND THE GRADUATION CEREMONY WHICH WILL BE HELD AT 2:00 P. M., IN THE DRAPER CHAPEL. BURNS BENNETT, PUBLIC INFORMATION OFFICER, ALABAMA SELECTIVE SERVICE SYSTEM, AND A WELL-KNOWN MONTGOMERY COLUMNIST, WILL BE GUEST SPEAKER. DRAPER CHAPLAIN WALLACE WELCH WILL GIVE THE INVOCATION, AND JOHN W. PHILLIPS, VICAR, ALL SAINTS EPISCOPAL CHURCH, WILL OFFER THE BENEDICTION. GUEST SOLOIST BERYL S. VICK, JR., DIRECTOR OF MUSIC AT THE CAPITOL HEIGHTS BAPTIST CHURCH WILL BE ACCOMPANIED BY JOE THOMAS, A MEMBER OF THE FOUNDATION'S STAFF.

THE GRADUATION CEREMONY WILL BE FOLLOWED BY A RECEPTION FOR GRADUATES AND GUESTS. THE WOMEN OF THE WESTMINSTER PRESBYTERIAN CHURCH WILL ACT AS HOSTESSES FOR THE RECEPTION. THE ATHENA Y. W. CLUB, AN ORGANIZATION FOR HIGH SCHOOL GIRLS SPONSORED BY THE MONTGOMERY YWCO, DONATED FUNDS FOR THIS EVENT.

OTHER STATE AGENCIES WHICH COOPERATE IN THE OPERATION OF THE DRAPER PROJECT ARE THE DEPARTMENTS OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION, INDUSTRIAL RELATIONS, AND EMPLOYMENT SERVICE.

FACT SHEET

Name: Vivek Pangphothipong

Title: Chief of Vocational Promotion Division
Department of Vocational Education
Ministry of Education
Bangkok, Thailand

Schedule: Will be visiting Montgomery, Alabama and the Draper Project at Draper Correctional Center in Elmore from June 10 thru June 15.

Biographical Sketch: Mr. Vivek, age 47, received his B.S. degree in engineering from Chulalongkom University, Thailand, and his M.S. degree in industrial education from Wayne State University (1956). Since his return to Thailand, he has served as a classroom instructor, translator of text materials, developed follow-up studies, etc. The participant is currently charged with non-degree skill training for out-of-school youth, operating special training centers in the city of Bangkok. In addition, Mr. Vivek supervises a number of mobile units which provide short-course skill training for indigenous personnel living in the remote regions of Thailand. The mobile units are moved from community to community, as the need is determined.

When he returns to Thailand he will be responsible for developing an expanded and improved program with full support of the Ministry of Education.

Purpose of Trip to U.S.: To study the course content, methods of teaching, and use of aids to learning currently being used by contractors serving the Office of Education. Also to view schools in which trade skills are taught in short courses with length of training varying with the difficulty of the skill and the level of skill required for entering workers.

Trip Sponsored by: The Agency for International Development, a division of the State Department.

Purpose of Visit to Draper Project: **To observe the teaching methods, and aids utilized by the Project, which provides vocational education courses of short duration six and twelve months.**

ALABAMA JOURNAL
Monday, May 15, 1967

ALABAMA JOURNAL
State Page
Pick of the Alabama News

Prisoner Rehabilitation Conference Scheduled

By WAYNE GREENHAW

A number of the United States' top leaders in education will gather here at a conference on prison work one week from today.

The deputy assistant secretary of education in the U.S. Department of Health, Education and Welfare (HEW) will speak at the final meeting of the conference.

Joseph Colmen, recognized as one of the nation's outstanding men in education, will talk on "The Challenge of Crime in a Free Society" at 10:30 a.m. on Wednesday, May 24, at the wrap-up of the Draper Conference.

The three-day conference, sponsored by the Rehabilitation Research Foundation Of Elmore, Ala., which is the organization behind the Draper Manpower Development and Training (MDT) Project at Draper Correctional Center, will begin on Monday, May 22.

Approximately 150 persons interested in prisoner rehabilitation will attend the first of many projected projects. Those attending will come from Florida, Alabama, Mississippi, South Carolina, North Carolina, Tennessee, Georgia, Virginia, West Virginia and Minnesota. Speakers will come to Montgomery from New York, Houston and Washington, D.C.

The purpose of this program, as explained by Draper Project Director, Dr. John J. McKee, is to give technical assistance and information to other people interested in setting up a project similar to the Draper Project. "We will share our know how," Dr. McKee said.

This is the second phase of the Draper Project, an experimental-demonstration school, which has as its ultimate goal the technical education of young inmates at the correctional center.

With next week's conference, the information learned by authorities at Draper will spread to a nationwide significance. And, it was explained by another official at the project, "We'll be learning at the same time."

The Draper Project was the first of its kind to be formed by the government, and part of its contract was to spread the knowledge gained. Next week will be the first step in this phase.

The opening session, getting under way at 8 p.m. Monday, will be addressed by William B. Hewitt, chief of the division of Manpower Program Planning of the Office of Manpower Policy, Evaluation and Research with the U.S. Department of Labor. Hewitt will speak on "The Federal Role in Correctional Programs."

Tuesday morning will find the visitors traveling to Draper for guided tours of the two educational plants, the experimental technical school and the experimental academic school.

The luncheon address Tuesday will made by Howard Matthews, director of the Manpower Development and Training Branch of the U.S. Office of Education. He will talk on "Administration Problems of an MDT Program."

A panel discussion on "The Role of Federal Agencies; Sources of Funding" will follow lunch Tuesday with Charles Gilmore, chief of the division of experimental-demonstration program in the Office of Manpower Policy, Evaluation and Research, moderating. On the panel will be Hewitt, Matthews and Louis R. Schubert, regional assistant commissioner of the Vocational Rebabilitation Administration for HEW.

Draper Warden John C. Watkins, who has published an article on prison cultures and sub-cultures in the FBI Journal, will address Tuesday night's session on "Characteristics of an Inmate Population," which will be followed by another panel discussion. On this panel will be Ellis C. MacDougall, director of the South Carolina Department of Corrections. MacDougall is another highly praised authority in the corrections field.

Wednesday morning will begin with an address by Draper Project Counseling and Evaluation Supervisor Paul W. Cayton. He will talk on "Problems of Counseling in an MDT Program for Offenders."

After Cayton's address, workshop seminars will be conducted in specialized studies.

A demonstration lecture in "The Use of Programmed Instruction" will be given by Michigan Bell Telephone Company Plant Training Supervisor C. Glenn Valentine. Then W. Malon Graham of Montgomery, a Draper instructor, will tell "The Use of the Perceptoscope."

The conference will be closed shortly after Colmen's final address Wednesday.

Another similar conference will be held by Draper personnel in Houston later this year.

SLOW
CHILDREN PLAYING
SLOW

DRAPER CORRECTIONAL CENTER STUDENTS
They Will Be Studies At A Conference Here

The Montgomery Advertiser

Tuesday, Ma 16, 1967

Conference To Be Held At Draper

Approximately 150 persons who are interested in the rehabilitation of prisoners will attend a conference which opens next Monday at Draper Correctional Center near Wetumpka.

Speaking Wednesday, the last day of the conference, will be Joseph Colmen, deputy assistand secretary of U.S. education.

Attending the conference will be persons from the South and other regions. Representatives of governmental agencies will participate in the program.

The three-day session will be sponsored by the Rehabilitation Research Foundation of Elmore—the organization which conducts Draper's manpower development and training project.

THE SUN MAY 18, 1967

Draper Program Draws National Attention

Continued: THE SUN, MAY 18, 1967

> *I believe the most hardened criminal, the most isolated and unreachable solid, can be converted. His great depth and intense loyalty and reliability can be transferred to non-criminal activities. After all, he is a model convict, always true to his code. Why can't those qualities of faithfulness be used in his own reform?*
>
> *—John Watkins*

These words from the warden of Draper Correctional Center, hard by the Autauga line in Elmore county, are not a reflection of the sentimental phrase, "There never was a bad boy."

Instead they underline a pragmatic but imaginative approach which has made Draper and the state of Alabama a model for rehabilitation in the eyes of penologists everywhere.

Educational techniques developed by psychologist John McKee at Draper have been adopted by institutions in Florida, Georgia, Indiana, Nevada, New York, Oklahome, South Carolina, Tennessee and Hawaii.

TEST REVIEW WITH COLLEGE CORPSMEN

Next week the staff opens the first of four conferences to be held across the nation to acquaint other states with this program, now made available by federal money after Draper's pioneering efforts bore fruit.

At Draper, inmates may progress from illiteracy through high school in academic work, and train for vocations as sign painters, welders, appliance repairmen, barbers or auto service station attendants.

Already, nine graduates of the program are in college, and one has been nominated for Phi Beta Kappa.

A case in point is Frank T., age 21, who spent more than a quarter of his life in reform schools and prisons. He dropped out of school in the fifth grade; he seldom read a book, magazine or newspaper. He has never been in an art museum or library. His father disappeared before Frank could walk. His mother left him in his grandmother's care when he was seven. No one has heard from her since.

Until three or four years ago, the best job Frank ever had lasted 10 weeks and paid a dollar an hour. This young man, with no family ties, little education and no hope for the future, is typical of today's disadvantaged youth. The prognosis: a life lived on the fringe of society, spent in small-time criminal activities with frequent sojourns in prison. His projected contribution to socitey: nil.

Frank is now working in a small Alabama city as a welder. He earns $3.70 an hour at the job he has held for nearly a year. He is employed by a construction company which has rewarded his "initiative and excellent sense of responsibility" with three salary increases and a promotion to foreman.

Having carefully planned his future, he is currently taking correspondence courses to broaden his potential scope of employment. He has recently become active in one of the men's clubs of his church which he attends regularly. The townspeople, who are aware of Frank's prison background, are warm and friendly and encourage him in his endeavors.

When Frank was sentenced for the offense he inevitably committed, he received three years at Draper.

The prison farm was his first assignment, and Frank hated it from the start. A poster on the prison bulletin board announced that tests were being given to those interested in enrolling in a vocational education program. Relief from this hated assignment was his sole motivation for applying for enrollment; the concept of self-improvement was completely alien to him.

Before being accepted for the program, his records were investigated to determine that Frank could be paroled within a reasonable time after completion of the course. (The maximum time lapse allowed is six months, although occasional exceptions are made.) The test scores indicated that Frank needed basic education in order to benefit from his preferred vocational course, welding.

Frank's experience with the learning process had not prepared him for anything like the school he entered

Continued: THE SUN, MAY 18, 1967

now. The classroom atmosphere, teachers and rote learning he so detested were gone. In their place were skilled tradesmen serving as vocational instructors, college corpsmen (boys his own age spending one semester working in the project), and programmed instruction, which permitted him to study and learn at his own pace. By the time Frank had completed his training, he had realized that he could learn.

He then chose to study welding, under the leadership of George Ravencraft of Prattville, who teaches his boys in an atmosphere similar to that of the actual employment situation. The class learns to make boat and horse trailers, typing tables and other items they will be called on to make outside.

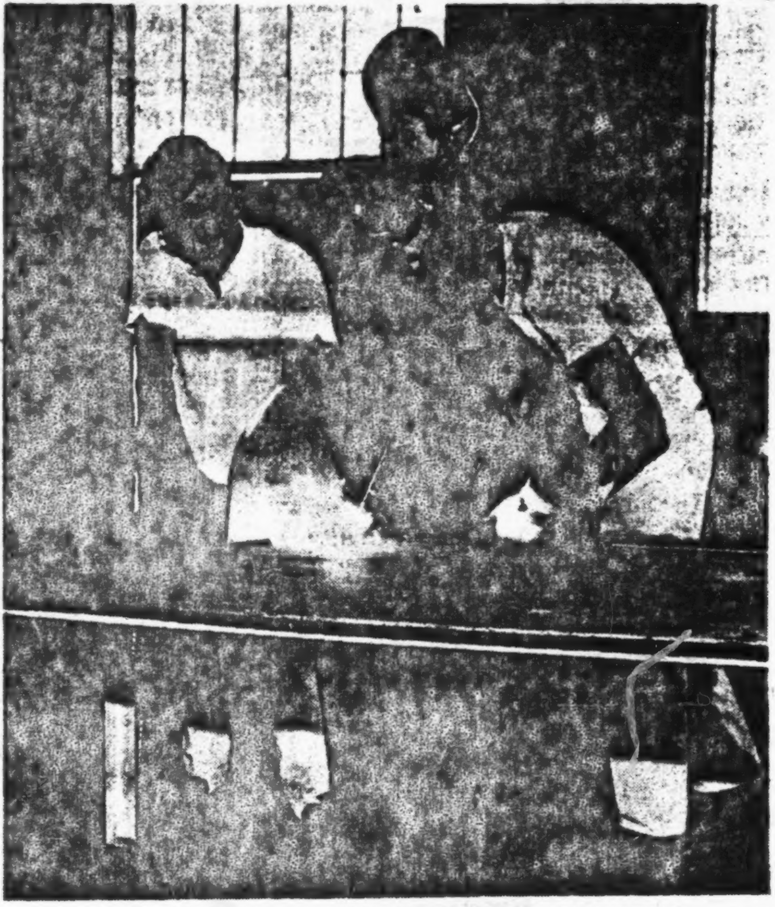
Frank T.'s academic training continued after he began his vocational training, and in addition he learned the simple mechanics of living—when to get a haircut, how to budget, the importance of punctuality and good manners.

Another program at Draper, in operation since 1962, is frankly experimental. Research associate Carl Clements says that the enrollees respond well when they know it is an experiment, and they strive to excel. He had one student who went from third grade level work to 10th grade in two years.

These students study courses similar to the regular academic students — programmed textbooks, many written at Draper, break down a subject into steps, requiring a proper response before going on to the next phase.

Working alone, the student studies what he needs the most, and at a pace he can handle. Clements says that it is important for a "disadvantaged" student to discover that he can learn on his own, and overcome his fear of the competitive classroom situation. Instead, he competes with himself.

What this means, in Clements' courses, is that the student makes a "contract" with his college corpsman. After establishing what a reasonable day's work is, the student contracts to complete an above average number of steps in the programmed course, and an above average number of tests. He learns to compete with himself, and gains confidence to later compete with the world outside.



RAVENCRAFT WORKING WITH HIS BOYS

"These men have to have incentives to work," Clements says, "and telling them about search for jobs or truth doesn't work at this stage." Instead, they are rewarded with immediate pleasures for completing their contract.

Depending on the number of steps they complete, they can have so many choices from a "menu." They may choose to drink coffee, chat with a staff member, read, play checkers, write home — or do nothing during their break. Many choose to work at breaktime, thus getting off that much earlier.

A typical prisoner, like Frank T., is in his early 20's. Seventy per cent are repeaters, and most are convicted of crimes against property, such as theft, rather than against persons.

The result is a group of parolees going back to productive jobs with a better than 75 percent chance, according to present figures, of remaining "straight."

However, Mrs. Donna M. Seay, program director at Draper, is cautious about the "recidivist," or repeater, statistics. "We've been operating but a short time, and the figures may rise.

"One of our problems is that when the boy returns he gravitates toward his old crowd, simply because that is all he knows. Without follow-through on the outside, he can quickly pick up his old habits and get into trouble again."

To combat this, a program has been conceived to find a sponsor for the parolee. This is often a "blue collar" man who will help him find a place in the community.

A pilot program for sponsors has already begun in Jefferson county with encouraging signs of success.

In the meantime, other states will benefit from these efforts, first when some 150 people gather from 16 states to hear about Draper's program next week. Then in Houston in July, and later in the Northwest and Northeast. And Draper continues to turn the wasted lives of these young men into human assets — into contributors rather than spoilers.

Tuesday, May 23, 1967

The Birmingham News

Prison officials eye model Draper plan

BY KATE HARRIS
News staff writer

MONTGOMERY — Approximately 125 education and correctional officials from 15 states are here for three days to receive pointers on how to set up a vocational education program in a correctional center.

They are here to learn how it's done at Draper Correctional Center—one of three pilot programs in the country providing vocational training for young law violators.

Under the direction of State Prison Commissioner Frank Lee, Draper Warden John Watkins and Dr. John McKee, director of Draper's Rehabilitation Research Foundation, the center has achieved national recognition for its experiments in applying new development in behavioural science to the rehabilitation of prison inmates.

The project has attracted visitors from many states, as well as from Canada and Europe.

The three-day meeting, which began here Monday night and will continue through Thursday, is the first of a series of conferences to be held to meet the many requests for information about the project.

WEDNESDAY'S program will feature a series of speakers and workshop sessions highlighting the three major features of a successful vocational education program in a prison.

Paul W. Cayton, supervisor of counseling and evaluation at Draper, will tell of the various problems encountered in counseling.

Three workshops will follow his talk. Leaders will be Dr. Saleem Shaw of the National Institute of Mental Health; Copeland J. Pace and William Moore, both of the U.S. Department of Labor.

Wesley D. Pointer, training coordinator for another pilot project at Lorton, Va., will discuss the incorporation of education and training into a prison work schedule.

Leaders of the workshop to follow this discussion will include A. E. Houk and Charles F. Bilbro, both of the State Department of Education, and J. R. Wommack of the Atlanta office of the U.S. Department of Health, Education and Welfare.

Luncheon speaker will be Leon G. Leiberg of Lorton, Va., who will discuss how the experimental project of which he is director, has used VISTA volunteers as nonprofessionals.

DRAPER HAS created the College Corps, a group of junior and senior male college students who take a semester off to work as educational and counseling aides.

Mrs. Donna Seay, program director of the Draper project, will introduce the corpsmen now working there.

They are: Ed Hawley, Edwin M. Hollis Jr., Michael M. Holt, Bill McClellan, Frank M. Malone, Ronald T. Manning, Don Pinckard, and William R. Sommerville.

Birmingham Post-Herald

A SCRIPPS-HOWARD NEWSPAPER—TELEPHONE 323-5381
DUARD LE GRAND .... W. H. METZ
Editor Vice President
Owned and published daily (except Sunday) by Birmingham Post Co., 2200 Fourth-av, n, Birmingham, Alabama 35202.
Member of United Press International, Associated Press, Scripps-Howard Newspaper Alliance, NEA Service, Inc., and Science Service which organizations retain exclusive rights to all news and features credited to them. Member Audit Bureau of Circulation.

"Give Light and the People Will Find Their Own Way"

PAGE 12 — Tuesday, May 23, 1967

Prisons, Jails, Etc.

Another of the comprehensive "task force" volumes on which the recent report of the President's Crime Commission was based has now been made public.

This one deals with corrections: The institutions in which offenders are detained, probation and parole, the treatment of law violators after they have served their time, and the problems which go with these operations.

When it began its inquiry, the task force said, it quickly found that "no one knew how many offenders were under correctional treatment on an average day or how many individuals were touched by the system in a year; no one knew the total costs of corrections or even the cost of any single component, such as probation, parole or institutions."

But a survey of correctional programs in all 50 states and in 250 sample counties disclosed the system as a whole has in charge about 1.3 million persons at any one time, that about 2.5 million are involved in a given year; and the cost is more than $1 billion a year.

Some institutions are well staffed and well equipped, some not. Rehabilitation programs are effective some places, neglible elsewhere.

Some of the findings of the task force were these:

Only a small fraction of adults in jail are given any correctional treatment except restraint.

Probation and parole officers have too much to do and too little time to do it.

Judges and other "decision-makers" too often lack suitable information on which to base their decisions.

About 40 per cent of all inmates released from state prisons are released without parole, and thus without supervision or help.

More than half the correctional systems in the country have no training programs at all, most of the others are "weak."

A few of the task force conclusions:

More use of alternate rehabilitation facilities as contrasted to incarceration for offenders who safely can be returned to society. Better pay and more trained personnel in correctional systems. More training in institutions—"idleness is still the most outstanding problem in adult institutions." Special facilities for alcoholics.

What it boils down to is a call for better understanding of the diversity of crime and improved methods of dealing with criminals who can be rescued and those who cannot. It is a guidebook for lawmakers as well as enforcement agencies.

BIRMINGHAM POST-HERALD — Tuesday, May 23, 1967

Federal Role In Prison Training Meeting Begins

BY ROGER HAMMER

MONTGOMERY (UPI)—Prison officials from 12 states gathered Monday for the first session of a week-long conference studying the potential Federal role in teaching convicts job skills while in prison.

State officials expect to learn just how broad a program can be undertaken. Whether the state will embark on it full scale must be decided later.

The state, under Prisons Commissioner Frank Lee, is in the last stage of a pilot program using Federal Manpower Development and Training Act funds on convicts.

Only three such programs were tried — at Draper Prison in Elmore County; at Lorton, Va., and Rikers Island, N. C. — as experimental projects. The Draper grant of more than $400,000 ends February, 1968.

Whether the program can be undertaken on other than an experimental basis has not been learned yet, nor is it known whether the state would seek the funds if it were.

The act has only recently been amended to allow for programs in prison systems. The Federal government is expected to ask $9.5 million in unallotted reserves to finance the program nationwide.

The program has been financed until now jointly by the Department of Labor and the U. S. Department of Health, Education and Welfare.

So far in less than three years 331 prisoners have been accepted for training and 231 have graduated. Of the others, 63 are still training, 39 were dropped before completing training and one died in prison.

Attending the conferences this week are 100 officials from 12 states, all interested in learning if the same type training can be conducted in their states. States represented are Florida, Georgia, Alabama, Mississippi, Tennessee, North and South Carolina, Kentucky, West Virginia, Virginia, Illinois and Michigan.

Currently, Alabama has two rehabilitation programs going, one under the National Institute of Mental Health which started in 1962 for about $65,000 annually and the other the Draper program.

ALABAMA JOURNAL

Tuesday, May 23, 1967

Correction And Crime Discussed

By WAYNE GREENHAW

What is happening to crime and corrections in the United States?

This question was asked and answered in philosophical terms Monday night by the chief of the division of manpower program planning in the Office of Manpower Policy, Evaluation and Research of the U.S. Department of Labor. The event was the opening address of the Draper Conference on correctional study.

William B. Hewitt outlined President Lyndon Johnson's recent message to Congress on Crime in America.

"The President asserted that public order is the first business of government and that 'crime—and the fear of crime has become a public malady,' " Hewitt said.

"Thus, the federal government must accept substantial responsibility, augmenting—and I stress that concept, supplementing, not replacing — state and local efforts," he added.

Hewitt complemented his department in sponsoring programs such as the project at Draper Correctional Center in Speigner, Ala.

"We make no claim that such programs will wipe out recidivism or solve all the problems besetting corrections," he said.

"We do believe, however, that a concerted effort to improve the employability of offenders, and bring to them the rewards in terms of income and self respect that accompany useful work, can make a significant contribution in many areas," Hewitt stressed.

The chief also called attention to the Crime Commission's recent study of corrections work.

"The personnel running the Draper Project have been bold and they have made advances," Hewitt complemented Dr. John M. McKee of Montgomery, Draper's director, and his staff for their work.

This opening session comes as a beginning of a phaseout program of the vocational training end of Draper's work at the Center.

The 150 people from throughout the Southeast who are attending the three-day conference went to the Draper Correctional Center today.

Dr. McKee; his assistant, Mrs. Donna Seay of Montgomery; and several other Project workers gave guided tours through the educational plant.

Howard Matthews, director of the manpower development and training branch of the U.S. Office of Education, will address the conference at a luncheon today.

Matthews will speak on "Administration Problems of an MDT Program."

The Birmingham News

Wednesday, May 24, 1967

FOR THOSE RELEASED FROM PRISONS

'Outside living' training urged

BY KATE HARRIS
News staff writer

MONTGOMERY — Since some convicts have spent more years inside institutions than they have on "the outside," they have little concept of "free world living."

As a result, they quite often intentionally violate parole so that they will be returned to the life which they understand.

SO PAUL CAYTON, supervisor of counseling and evaluation of the Manpower Development and Training Program at Draper Correctional Center, told educational and correctional officials from 15 states today.

They are attending a three-day workshop here, at which Draper's nationally-famous experiments in rehabilitation of the youthful offender are being explained.

Many of those attending are interested in setting up similar projects in their own institutions.

CAYTON SAID that there seems to be a strong correlation between inability to adjust to "outside living" and the length of time spent in institutions.

"Our graduates do well on the job, but get into trouble during their leisure hours," he commented. "It is our conclusion, that these people need a transitional adjustment period with intensive guidance and more training over a long enough period to enable them to accept the outside world and to learn to cope with problems rather than to run away from them."

The Rehabilitation Research Foundation at Draper is presently seeking approval of a proposal to create and staff an experimental transitional residence program in Montgomery.

The purpose will be to provide a facility based in the community which can be used as a "home away from home" by those recently released from prison. It also can serve the same purpose for those on probation.

WHAT KIND of problems is a prison counselor often called on to help inmates to solve?

"Consider these as examples," said Cayton, "keeping in mind that the man asking is a prisoner and cannot get outside to take action for himself.":

'I have just received a letter from home. My mother tells me that my wife is not treating my baby right. The baby is not getting the food it needs. She leaves it and runs around with other men. I'm going to escape and go home and get her straight. I can't concentrate on studying with all this happening at home,' or:

'I've just received a letter from the military finance officer which says that I owe them $78, which was overpaid to me while in service. What do I do about it?

A BATTERY OF tests to find out what the inmate is capable of doing and where his interests lie is fundamental, Cayton said, to rehabilitate a prisoner.

He also must be given basic education if he is a "school dropout" (and most of them are), rceive personal counseling in an attempt to change his basic hostility toward life; and receive vocational training to equip him for earning a living.

"The first 90 days are crucial for the ex-inmate," Cayton warned. "He has entered a world which may be totally strange to him."

The counselor said that Draper has been able to place all the trainees who have graduated from its Manpower Development and Training Program and that employers have been satisfied with the work they have done.

THE MONTGOMERY ADVERTISER

WEDNESDAY, MAY 24, 1967

Warden Describes Convicts' Culture, Social Classes

A "convict culture" with well-defined social classes exists in all prisons, John C. Watkins, warden of Draper Correctional Center, said Tuesday night.

Addressing about 150 persons from throughout the Southeast at the three-day Drapper conference on correctional study here, Watkins described the convict culture and methods of modifying it to achieve changes in convict behavior.

Watkins said that:

—The convict culture is a self-perpetuating, modified form of the "free world" boy gang. Rules of the culture sanction practically everything except informing.

—Convicts are classified according to their roles in the culture.

—Adapters are men who conform to the culture in order to survive. They are usually older men with first offenses. When the convict culture is weakened, adapters can readily be persuaded to change.

—The second classification, the psychopath, sociopath or character defect, uses the culture to advance his own ends. He will often work for both the culture and the prison administration and betray both s readily.

—Real convicts are called solids. They take pride in being good, solid convicts.

—The solid convict's hallmark is the tatoo. He usually "got in trouble early in life; came from female-dominated, fatherless homes; and had intense boy-gang and other institutional and criminal experiences."

—Each solid has his won group of followers and is isolated from the outside world. "He is the quiet man in the background, but the one who really counts with the others."

—Solids account for most of the prison disciplinary problems and "problems they create are hardest to get at."

—Once a solid is identified, the task of the administration is to "convert" him. The most essential element in the process is providing him with the "father-image" which he has been seeking since his boy-gang days.

—In time, the solid will find that he cannot interact with the administration and work against it at the same time, and he will undergo a change.

—Change in identification will be followed by change in behavior and the solid will initiate self-improvement.

—It is the warden's job to see that the solid has firm support in his conversion or he will backslide. —BOB STOCKTON

ALABAMA JOURNAL

Wednesday, May 24, 1967

Volunteers Often Produce Top Jail Rehabilitation

By WAYNE GRENNHAW

"Unorthodoxy can produce excellent results" in the field of convict rehabilitation, a leading authority in corrections work told about 150 persons today at the Draper Conference.

Leon G. Leiberg, director of New York's "Project Challenge" and a member of the National Committee for Children and Youth, was the principal speaker at today's luncheon in Montgomery.

Leiberg was speaking on the subject of "The Use of Nonprofessionals and Service Volunteers in Corrections" in the third day of the Draper Conference on manpower development and training in correctional programs.

His speech, following a morning of workshop programs, pointed out a series of attempts made by the National Committee in its program at the Lorton Youth Center in Virginia.

That center, one of the pioneers in the experimental education field along with Draper Correctional Center in Speigner, Ala., attempted several new concepts, Lieberg said.

The center attempted hiring instructors who did not possess teaching licenses and whose experience was limited, he said. And he pointed out that these teachers performed at a high level of achievement.

"Counseling personnel were selected with an eye toward providing as wide a spectrum of education and background as was possible within the limited positions open in our project," he said.

Also, he said, these counselors were effective in their results.

"Project Challenge," he said, "broke ground in the utilization of service volunteers in corrections."

Leiberg pointed to Draper's useage of College Corps workers. These are college people who work in the project to help train young inmates.

The New Yok authority also outlined several teaching programs which have been effective with non-professional leadership. Among these were discussion groups, sociodrama activities, music and art appreciation, and reading programs.

Draper's warden, John C. Watkins, spoke to the group at Tuesday night's meeting. He discussed prison cultures and subcultures, pointing out that "the convict culture is a self-perpetuating, modified form of the free-world boy gang."

Watkins described methods of achieving changes in the behavior of convicts.

The Montgomery Advertiser

WEDNESDAY, MAY 24, 1967

Job Training For Prisoners Urged By Federal Official

William B. Hewitt of the U.S. Department of Labor said at a prisoner-rehabilitation conference here that federal and regional governments should cooperate in efforts to train prisoners in jobs.

Hewitt said efforts to improve the employability of offenders, "and bring to them rewards in terms of income and self respect that accompany useful work," can make significant contributions to society.

Hewitt praised the Draper Correctional Center's federally financed manpower development and training program. The project at the prison near Wetumpka—among three pilot programs financed under the Manpower Development and Training Act of 1962—has resulte in innovations in correctiona education, officials say.

Hewitt, who works for the labor department's office of manpower policy, evaluation and research, presented the opening talk at the Montgomery conference which began Monday and will end Thursday. Activities Tuesday included a tour of the Draper center, a series of talks and a banquet.

Approximately 150 persons from various sections of the Southeast are attending the conference to hear talks on the prevention of crime through rehabilitation of youthful offenders.

WEDNESDAY, MAY 24, 1967

The Montgomery Advertiser

Prisoner Training Aided By Unorthodox Methods

Persons who are attending a convict rehabilitation conference in Montgomery were told Wednesday that "unorthodoxy" can produce excellent results in prison correctional programs.

The speaker was Leon G. Leiberg, director of New York City's Project Challenge and a member of the National Committee for Children and Youth. He discussed the use of nonprofessionals and service volunteers in the training of prisoners.

Leiberg said an educational center for prisoners in Virginia used instructors who had neither teaching certificates nor proper experience, and that they performed well. Draper Correctional Center at Speigner, Ala., he said, used a "college corps" to teach youthful prisoners.

The conference, which ends Thursday, is sponsored by the Rehabilitation Research Foundation of Elmore. The foundation operates Draper center's manpower development and training program, financed by the federal government.

Speaking at the closing session Thursday will be Joseph Colmen, deputy assistant secretary of U.S. education, whose topic will be "The Challenge of Crime in a Free Society."

ALABAMA JOURNAL
Thursday, May 25, 1967

ALABAMA JOURNAL
City Page
Montgomery Area News

At Prison Meeting

Informed Public Opinion Is HEW Projects Object

Development of "informed public opinion" to aid in rehabilitating criminals should be one of the main criteria of Health, Education and Welfare projects, an official of that federal department said today.

Dr. Joseph G. Colmen, deputy assistant secretary for education in HEW, was speaking to the final session of the Draper Congerence on pre-release training in correctional institutions.

He said, "No one claims that it is simply enough to train a man in an occupation before his release from prison, get him a job when he gets out, and the problem of rehabilitation is solved. Communities should understand what these programs are all about."

Communities should be informed "in order to see what understanding, support, or modification of community services must be developed to strengthen the inmate's capacity on release to make the grade," Colmen said.

The deputy assistant secretary declared that churches, service clubs, civic organizations and fraternal orders "are the places to carry the message in which to develop informed public opinion. The community must be approached with candor and with an appeal to its responsibility," he added.

"These programs of manpower training for prisoners are only slightly less new to us than to them. Like the prisoner who is not completely sure this will work for him, we do not know altogether what they will do either, nor have we identified all of the problems we must solve. Uncertainty breeds caution, if not fear, and it is easier to talk than to act," Colmen warned.

"It would not be realistic to promise miracles, for with these would go the guarantee of disillusionment. These programs (such as the Draper Vocational Experimental-Damonstration Project at Speigner, Ala.) should not be oversold with the expectation that overnight, and as a result of education and training programs in prisons, recidivism will be wiped out," he said.

"It must be borne in mind, for example," he pointed out, "that 70 per cent of the trainees admitted to the program here at Draper weree already repeaters."

He continued, "The cost of crime, processing the criminal, keeping him for a while, and turning him back into it again in a kind of a wheel that just turns, but doesn't go anywhere, is an enormous cost and almost totally unproductive in economic terms. If it costs twice the money to make even a significant dent in this cycle, it would be a good long-run investment."

The Montgomery Advertiser

FRIDAY, MAY 26, 1967

Public Opinion Prisoners' Aid, Says Colmen

Dr. Joseph G. Colmen, deputy assistant secretary of U.S. education, said Thursday in Montgomeery informed public opinion should be developed as an aid to the rehabilitation of prisoners.

Dr. Colmen spoke at the end of a prisoner rehabilitation conference which was held as a part of Draper Correctional Center's manpower development and training project.

Dr. Colmen said the public should be informed of job-training for prisoners in order to gain support and cooperation. He said civic clubs, churches and other organizations could help in shaping public opinion.

Job-training as a solution to the commission of crimes may not be completely successful, Dr. Colmen said, but even if it has only a small effect on keeping offenders from repeating their offenses, money spent on training would be a good investment.

Friday, May 26, 1967

ALABAMA JOURNAL
State Page

Pick of the Alabama News

Prison Meeting Member

Mixing Is Advantage, Says School Official

A federal education official says white children, as well as Negros, may be better off in intergrated schools.

"It may be to the white child's disadvantage by not having the opportunity to interact with children of other races," said Dr. Joseph G. Colmen, deputy assistant secretary for education.

"In a democratic society, we fail the child if we deny him the chance to learn about other cultures," Colmen said in an interview Thursday. "For instance in history books we should show the contribution of Negroes to the American heritage, even though opportunity may have limited it."

Colmen said as long as schools are good, white students do not need to worry about receiving poorer educations when Negroes are admitted to their classes.

"I think this has been evident in certain Alabama school systems where integration has been progressing with success," he said. He mentioned Auburn, Florence and Fort Payne city school systems as examples.

Earlier, Colmen said in an address to a conference on rehabilitation of convicts in prisons that Alabama would be in the forefront for continued financial support to its rehabilitation program.

He said because of the experimental program in job training at Draper correctional center in Elmore County, the state would be due special consideration when such programs are enlarged.

Advertiser-JOURNAL
SUNDAY, MAY 28, 1967

GREENHAW

Chief Of State Prisons Asks Raise For Guards

By WAYNE GREENHAW
Of The Journal Staff

Alabama's state prison system was once among the nation's worst. However, today we have one of the finest in the United States.

The state prison commissioner, A. Frank Lee, made statements to this effect last week before the joint legislative budget committee meeting on Goat Hill.

But Lee warned that our penal system must be able to recruit and maintain state prison guards to keep discipline and security on a high level.

The commissioner, who hails from Greene County, told the committee, "We can't hire guards at the present salary and we can't keep the ones we have."

The starting wage for a guard is $276 per month. Within five years, Lee said, a guard can expect $377.

GREENHAW

Lee, once one of the youngest sheriffs in the United States, asked the committee for a two-step increase in security guard wages. He asked for a starting salary of $309 and a maximum of $419 per month.

He also pointed out, "We haven't been able to employ a guard now for 45 days, and it may be 45 more before we can find one."

And, he said, a guard may leave his position with the state for as little as $10 increase per month in salary.

Two days after Lee's appeal, Parole Board officials appeared before the budget committee. Their pleas, perhaps, were even more apt for the penal set-up in Alabama.

Parolees and those on probation cannot get the kind of supervision that can keep them out of trouble, unless the legislature provides funds to hire more parole officers, the officials said.

Those convicts who are in our prisons and who have reached ordinary probation status will have to remain in prison, L. B. Stephens said, unless more funds are provided for supervisory officers.

Stephens, administrative director of the state Pardon and Parole Board, appeared before the joint committee with board chairman W. H. Swearingen.

Money Would Hire 3 More Officers

These members, acting for the board, asked for a $345,000 increase in its present appropriation. Most of this additional money would go for the hiring of 36 more parole and probation officers next year. This would reduce the caseload per officer from 170 to 100.

Even with this increase, the board says, Alabama would still have a heavier caseload for each parole officer than other Southern states.

While the parole board is asking $1 million for next year's operations, Gov. Lurleen Wallace has recommended $742,000.

Earlier in the week it had been pointed out by prison commissioner Lee in an informal press conference that parolees added to the income of our state.

Today there are approximately 4,000 men in prison in Alabama. There are about twice that number on parole in the state.

While on parole, these men are required to make a "liveable" income,

Make this "liveable" income $200 per month and it would add up to a sum of $160,000 per month earned by men on parole in Alabama, or $1,920,000 in a year. Say that every wage-earner pays at least 10 per cent of his income back to the state in the form of taxes (sales, income, gasoline, etc.).

Given these figures, which are conservative in today's taxed generation, the 8,000 parolees pay a total of $192,000 a year back to the state.

At the same moment, realizing that it costs the state $5 per day for each man in prison, the total cost for one year's keep of 4,000 men is $7,300,000.

Throughout the first half of last week, a group of approximately 150 persons interested in convict rehabilitation was meeting at a local motel. These people came to Montgomery from Florida, Mississippi, South and North Carolina, Tennessee, Georgia, Virginia, West Virginia, Kentucky and Minnesota.

High Educational Ideas Tossed About

High-toned ideas and ideals concerning vocational education for prison inmates were tossed about like footballs at spring training.

But here the sounds were different. Here they had the participation of the federal government's Departments of Labor and Health, Education and Welfare. Of course, they had the cooperation of state's Board of Corrections, Department of Education (vocational education division) and Department of Industrial Relations (employment service).

This was the Draper conference on manpower development and training in correctional programs, sponsored by the Rehabilitation Research Foundation (or the operating body of the Draper Vocational Educational Experimental-Demonstration Project at Draper Correctional Center in Speigner, Ala.).

Here the ehphasis was on the development of programs to provide inmates with substantial vocational training.

It was wondered in this corner: Where is the necessity for further training of inmates, if the state will not cooperate by providing adequate funds for parole officers? Why shouldn't our state have better trained and higher paid prison guards, when so much is being paid to upgrade the quality of our inmates?

Perhaps the answer to one question will soon materialize. Dr. John M. McKee, director of the Draper project, said a new project has been proposed for Montgomery. A modified halfway house, where parolees live and receive training under adequate supervision, with the helping hand of the federal government, will offer a getting acquainted-with-society stopover for the sometimes confused parolee who has been away too long.

The Montgomery Advertiser

MONDAY, JUNE 12, 1967

PAGE 3

Thai Official Studies Draper Project Methods

An official of the Royal Thai Ministry of Education is observing teaching methods and aids this week at the Draper Project, Draper Correctional Center in Elmore.

Vivek Pangphothipong, chief of the Vocational Promotion Division, Department of Vocational Education, Ministry of Education, is in the U.S. to study course content, teaching methods and aids used by contractors serving the U.S. Office of Education and by trade schools.

The Draper Project provides education courses of six and 12 months' duration.

Vivek's U.S. trip is sponsored by the Agency for International Development, a division of the State Department.

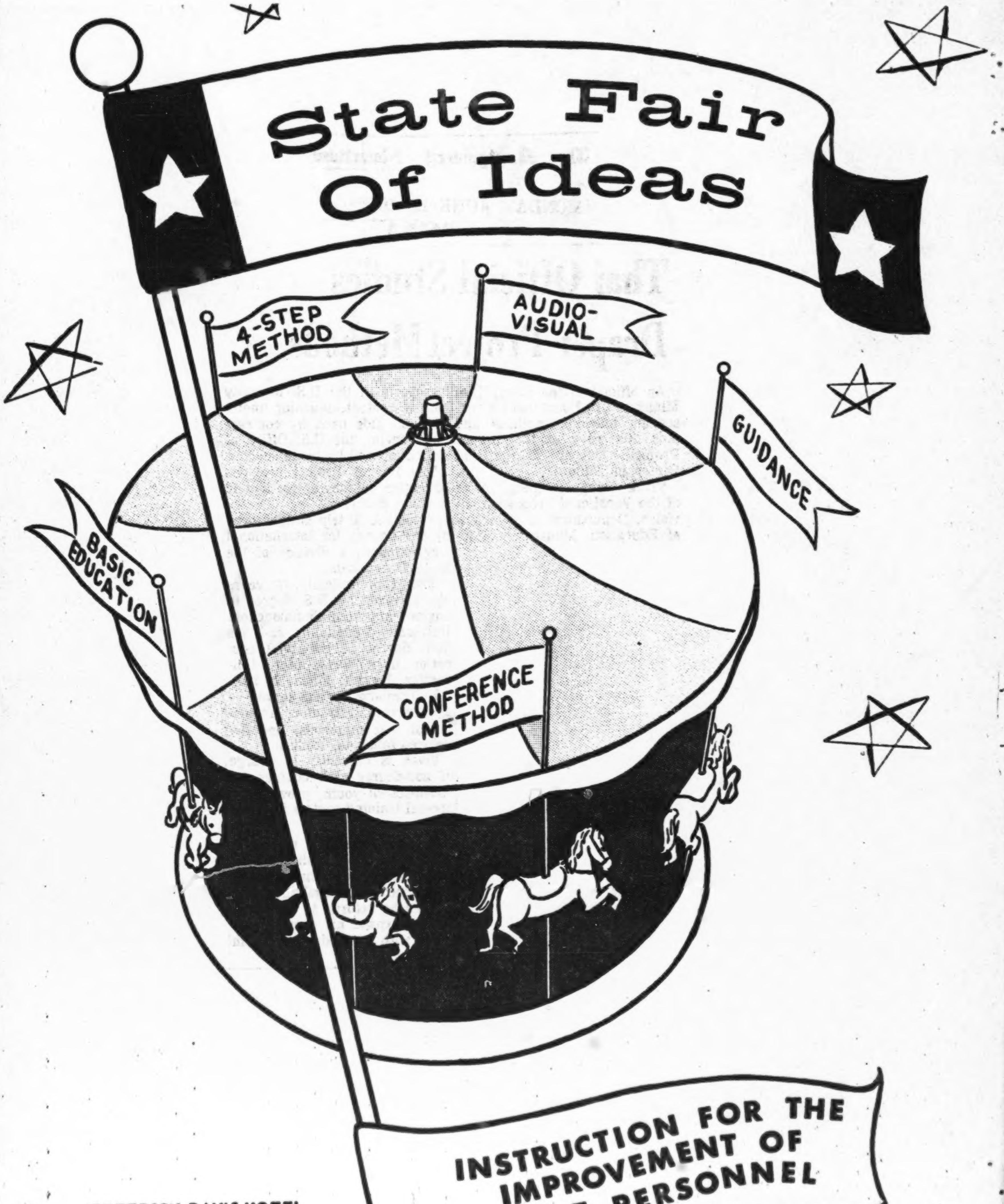
The Thai official, 47 years old, received his B.S. degree in engineering from Chulalongkom University, Thailand, and his M.S. degree in industrial education from Wayne State University, Detroit, Mich., in 1956.

In Thailand, he has served as a classroom instructor, translator of text materials, and developed follow-up studies.

Vivek is currently in charge of non-degree skill courses for out-of-school youth, provided in special training centers in Bangkok.

He also supervises mobile units which provide short-course skill training for inhabitants of remote areas of Thailand.

When he returns to Thailand, he will expand his current program with methods learned in this country.


State Fair
Of Ideas
4-STEP METHOD
AUDIO-VISUAL
GUIDANCE
BASIC EDUCATION
CONFERENCE METHOD
INSTRUCTION FOR THE
IMPROVEMENT OF
M D T PERSONNEL

JEFFERSON DAVIS HOTEL
Montgomery, Alabama

Appendix F

Draper Conferences

NOTES ON HANDLING THE PRESS ASSEMBLED FROM THE DRAPER CONFERENCE:

There should be one person who is responsible for handling the press. This facilitates matters for the other conference staff and for the members of the press as well. At least three weeks before the conference opens, form letter should be sent to all newspaper editors in the vicinity of the city in which the conference is to be held, to all radio and television station managers in the area, and to all wire service representatives. The letter should also be sent to the local offices of national magazines, such as Time, Newsweek, U.S. News & World Report, etc. Any other news contacts which have been utilized in the past should also receive a letter. This form letter outlines the conference briefly, touching on the highlights of interest to the press, such as specific speakers, etc. It is accompanied by a fact sheet on the conference background data in a news release form, and a brochure on the conference itself. In all probability, the large news services and magazines will engage a local member of the news organizations to "string" for them; your notifying them so far in advance gives them a chance to make provision for this stringing.

Press kits are a must. These are folders, overprinted on the outside with the name of the sponsoring organization on the front, and the names of those persons responsible for the conference on the back. The inside can be utilized to list the cooperating agencies, etc. The press kit should contain publications lists, biographical sketches on all speakers, advance copies of the speeches to be given (with embargo dates on them), sample press releases on the conference, and at least one photo. Also plan to have extra copies of biographical sketches and speeches on hand for each session.

If you do not have someone responsible solely for the news coverage, then the next best thing is to have one of the conference coordinators handle it in addition to his other duties, and hire a clipping service. This service will clip any article applying to your conference from the papers it deals with.

Two or three days before the conference, the local press representative, wire service offices, etc., should be called and reminded of the conference. Introduce yourself, if you are not already known to them. And offer to let them in early to set up cameras, mikes, etc.

Each day similar phone calls should be made to remind the press of special events taking place. If a particular newsman has been in close touch with you, follow-up phone calls may not be necessary, however those media who have not sent representatives to each sessions will appreciate this reminder.

Finally, there may be one or more speakers whom the press would like to interview privately to ask questions which may or may not have a bearing on the topic of his speech. You will probably be aware of who these speakers are in advance of the conference. It is your responsibility to ascertain whether or not the speaker is willing to participate in such a conference. If he is, then you should so notify all the media people with whom you have been dealing of the time and place of the conference, and of any restrictions which the speaker wishes to place on it.

EVALUATION ANALYSIS
of
DRAPER'S CONFERENCE ON MANPOWER DEVELOPMENT AND TRAINING IN CORRECTIONAL PROGRAMS

Montgomery, Alabama
May 22-25, 1967

A total of thirty conferees participated in the evaluation of the conference. They represented a cross section of persons attending. The evaluators were grouped in occupational areas that are most representative of their present positions. (See Table I)

TABLE I.

CONFEREES PARTICIPATING IN EVALUATION

Area of Work	Number	Percent
State and Federal Corrections	7	23.3%
State Vocational Rehabilitation	6	20.0%
College Professors	2	6.7%
Federal Agencies (Manpower--Labor & HEW)	7	23.3%
MDT and NIMH Projects	6	20.0%
State Employment Service	2	6.7%
TOTAL	30	100.0%

The evaluation form (attached) asked for evaluation in several broad categories to which point-values were assigned on a graduated basis. Points assigned to these categories were directly related to the overall value of the conference. The maximum number of points that could be scored on the evaluation was 100.

In developing a rating scale for the several sections of the evaluation form, points were assigned to the sections requiring positive constructive responses in the following manner:

Part	Points
I	30
III	30
IV	10
V	10
VII	20
TOTAL	100

To convert these points into a meaningful evaluation of the conference, the following values were assigned:

Highly successful	81 - 100 points
Very successful	61 - 80 points
Successful	41 - 60 points
Somewhat successful	21 - 40 points
Failure	0 - 20 points

TABLE II.

GROUP AND COLLECTIVE EVALUATION

Area of Work	Average	Rating
Correctional Work	78	Very successful
Vocational Rehabilitation	81	Highly successful
College Professors	91	Highly successful
Federal Agencies (Manpower--Labor & HEW)	67	Very successful
MDT and NIMH	70	Very successful
Employment Service	81	Highly successful
TOTAL	468	
Average rating of the total group	78	Very successful

Responses from Sections II and VI were not included in this point accumulation. The response of each occupational grouping was computed separately; however, the overall evaluation was also computed.

To record responses which will be helpful in determining the structure, content, and format of the next conference, Table III indicates Frequency Distribution of the Five Aspects of the Draper Conference which conferees believed to be most helpful to them in their jobs. (See Table III)

TABLE III.

FREQUENCY DISTRIBUTION OF RESPONSES TO SECTION I OF EVALUATION FORM

Aspect of the Conference	1 5 pts.	2 4 pts	3 3 pts	4 2 pts	5 1 pt	Total Points	Rank Order
Draper Treatment Program and Project Design	4(20)	8(32)	2(6)	7(14	1(1)	72	1
General Problems & Procedures of Other MDT programs	4(20)	7(28)	3(9)	1(2)		59	2
Role of Federal Agencies	4(20)	5(20)		2(4)	1(1)	45	3
General Presentations	3(15)	2(8)	5(15	1(2)	1(1)	41	4
Informal Discussions	1(5)		7(21	1(2)	1(1)	29	5
Presentation: Characteristics of inmates	3(15)		3(9)		2(2)	26	6
Presentations: Evaluations	2(10)	1(4)	1(3)	1(2)	3(3)	22	7
Emphasis on Correctional Programs	3(15)		1(3)	1(2)	1(1)	21	8
Job Development	2(10)	1(4)		1(2)	1(1)	17	9
Use of Non-Professionals	1(5)		2(6)	1(2)		13	10
Availability of Literature	1(5)	2(8)				13	11
New Ideas		2(8)	1(3)		1(1)	12	12
Group Workshops	1(5)		2(6)		1(1)	12	13
More Effective Use of Professional Personnel		1(4)			1(1)	5	14
Similarity of Correctional Problems to Related Agenc.	1(5)					5	15
Demonstrations: Bell Tele.				1(2)		2	16
Hospitality					1(1)	1	17

Sections II and VI asked for criticisms. No priority was established in recording the criticisms since they were general in nature. They are as follow:

CRITICISMS:

Inadequate physical facilities of prison
Conference was too broad in scope
Schedule too rigid
Workshops too large
Insufficient time allotted to workshops
Tour of Draper and E&D Project did not permit time to observe program in operation
Movies not geared to the professional but more to the layman
Poor attendance of Alabama correctional personnel

Recommendations came primarily from the responses given in Section VII; however, some resulted from responses made in Section II and VI. They are as follow:

RECOMMENDATIONS:

Have recent research presented by persons doing it
Invite more correctional personnel (administrators)
Deal with problems that are practical rather than philosophical
Leave free time for individual discussion
Have sample project designs available
Display materials and equipment
Include the general public in at least one session

EVALUATION FORM
DRAPER CORRECTIONAL MANPOWER CONFERENCE
May 22-25, 1967

Your name ______________________

Address ______________________

Position ______________________

The purpose of this form is to record some feedback which will be helpful in determining the structure, content and format of the correctional manpower conference in Houston in late July. Your cooperation in giving your honest and actual reactions is vital to improving our conference series. Please be frank and honest; we are not looking for praise.

I. List the five aspects of the conference which will be most helpful to you in your job.

1) Most important

2) Next most important

3) Next most important

4) Next most important

5) Next most important

II. List the five aspects of the conference which will be least helpful to you in your job.

1) Least important

2) Slightly more important than (1)

3) Slightly more important than (2)

4) Slightly more important than (3)

5) Slightly more important than (4)

III. **List five (if possible) things you have learned or had explained to you that you expect to put into immediate practice (for example, within three months or so) when you get back to your job.**

1)

2)

3)

4)

5)

IV. This conference was (check only one):

1) __________Somewhat informative

2) __________Very informative

3) __________Somewhat informative and somewhat constructive

4) __________Very informative and very constructive

5) __________Neither informative nor constructive

Explain your choice briefly:

V. What impressed you most about this conference?

VI. What impressed you least about this conference?

VII. Use this page to evaluate any aspect, feature, element, etc., of this conference that would be constructive to our planning for the Houston conference. List any changes that you feel should be made or topic areas that ought to be covered, or aspects of this conference that should be enlarged upon or deleted, amount of time, etc.